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ABSTRACT

The 3-part inquiry described focused on geography departments in maintained secondary schools in England, Scotland, and Wales to study the process of decision-making in the curriculum context which needs to be done before using a television set in the classroom. In part one, four local education authorities were studied to determine and describe the infrastructure of resources planning, organization, and allocation. Data were collected through interviews with local education authority advisers and headteachers and teachers in randomly selected schools. A mail questionnaire was designed and sent to a random sample of heads of geography departments in 465 secondary schools in the second phase. Responses provided detailed information about the head of department as a curriculum decision-maker and as a user of instructional television programs. In part three, six heads of geography departments kept daily records of curriculum decisions in the summer term of 1979. This exploratory procedure yielded new data which help to place the use of educational television into the context of curriculum planning. This report provides considerable detailed information presented as abstracts from interviews and tables of statistical data, as well as summaries and conclusions at the ends of chapters and the three parts, and appendices containing additional detailed information and a list of references. (Author/LMM)

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CURRICULUM DECISION-MAKING AND EDUCATIONAL TELEVISION

by

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M.T.W.

Preface

This study is founded on the premise that using educational television programmes in schools results from curriculum decisions. Educational television programmes serve curricular ends: they contribute to teaching and learning. While much research effort has been directed at answering the question : How can television be used to teach? (for a recent review of American work in this field see Barbatsis 1978) little attention has been paid to the decisions which need to be taken prior to turning the knob on a television set in a classroom. In what curriculum contexts does educational television fit? Who are the curriculum decision-makers who decide upon the use of educational television? Where does educational television fit into processes of curriculum planning and curriculum decision-making? These were some of the key questions posed at the start of this study.

To answer the questions a three part enquiry was designed, and each stage took approximately one term in the school year 1978-1979. The study focused on geography departments in maintained secondary schools in England, Wales and Scotland. In part one, four local education authorities were studied in order to describe the infrastructure of resources planning, organization and allocation. Interviews with local education authority advisers and headteachers and teachers in randomly selected schools provided the data for this part of the enquiry.

To obtain a more general picture, a postal questionnaire was designed and sent to a random sample of heads of geography departments in 465 secondary schools and this provided detailed information about the head of department as a curriculum decision-maker and as a user of educational television programmes. The questionnaire and the data it yielded are the subject for part two.

In part three there is a move from the general to the particular. Six heads of geography departments kept daily records of curriculum decisions in the summer term 1979. In these diaries can be detected evidence of the processes of curriculum decision-making and the place of decisions about educational television within them. Whereas the interview and questionnaire enquiries were based on well-tried research procedures, the use of curriculum diaries was exploratory. The diaries yielded new data which help to place the use of educational television into the context of curriculum planning.

Nowhere in this study is an attempt made to evaluate educational television programmes. It contains considerable detailed information, presented as extracts from interviews and tables of statistical data. Summaries and conclusions, at the end of chapters and the three parts, are intended to guide the reader through the stages.

It is hoped that the report will prove informative and interesting to educational television series producers, educational administrators, teachers and students of the curriculum.

PART ONE

THE INFRASTRUCTURE

CHAPTER 1

Introduction

Educational television programmes are viewed in some secondary schools but not in others. Assuming the availability of television viewing facilities teachers acting alone or in subject departments must make several decisions, including :

To which pupils should programmes be shown?

To what extent should programmes be used as integral components of lesson sequences?

How best can programmes be shown to single classes or whole year groups?

Which programmes should be edited to produce new programmes, or simply to ration the use of videotapes?

What materials are required to support the programmes, e.g. specially designed worksheets, slide, film and textbook resources?

Should future syllabuses be designed to incorporate more thoroughly extracts from programmes, whole programmes or a complete series?

Taken together these decisions constitute one area within the broad field of curriculum planning. The teacher who uses educational television programmes seeks to achieve curricular goals, aims and objectives. Decisions about the use of educational television programmes are curriculum decisions but they are embedded in areas of policy-making and decision-making outside the classroom and the subject department. Within a school they are linked to the structure for the overall school curriculum planning and organization, which is part of the school's management structure, and they are associated with policies and decisions emanating from local education authorities.

Although autonomous in some curriculum aspects, the subject department is part of an intra-school and extra-school hierarchy. It was decided for the purposes of this study to examine this hierarchy, and to limit the apex to the advisory structure within local education authorities. Advisers are the personal points of contact between the schools and the local education authority : they frame some policies and communicate others and, it was assumed, they would be knowledgeable about any aspects of educational broadcasting pertaining to both the local education authority and the schools.

An investigation of decision-making with regard to educational television within the hierarchy was planned as a preliminary exercise prior to a more detailed study of decision-making within geography departments in secondary schools. Constraints of time meant that only a small number of local education authorities and schools could be studied. Eight weeks were set aside for this preliminary investigation in the winter term 1978. This suggested that four local education authorities could be studied, and if two days were set aside to visit a single school then five schools in each authority was the maximum number which could be visited. It was necessary, at the outset, to select four local education authorities and five schools in each of them.

The notion that there are 'typical' local education authorities was quickly rejected. In the absence of objective data, statistically defined, it was decided to employ subjective criteria. Officers in the IBA had expressed an interest in information derived from various parts of the United Kingdom rather than from one geographically limited region. This pointed to the selection of local education authorities from England, Wales and Scotland : constraints of cost and time ruled out Northern Ireland. The division between urban, metropolitan local education authorities and more rural county authorities appears obvious on most measurable socio-economic and administrative indicators and it was decided to choose two urban authorities and two more rural authorities. One urban authority was located in Scotland and the other was in northern England. One county authority was located in Wales and the other in southern England.

After receiving permission from Chief Education Officers (Director of Education in the Scottish city) to approach heads of schools in their authorities, it was necessary to select the secondary schools to visit. Random numbers were used to select the schools in three authorities from lists of schools published in the Education Committees Year Book.* It was decided to exclude from the lists those schools which had in the previous twelve months been reorganized as comprehensive schools. For the Scottish city the names of five schools were recommended by an adviser and it was decided to accept these recommendations.

Within the four local education authorities and the schools a programme of visits and interviews was arranged. This programme was based on a simple model. (Fig.1.1).

* Education Committees Year Book 1977-1978, Councils and Education Press.

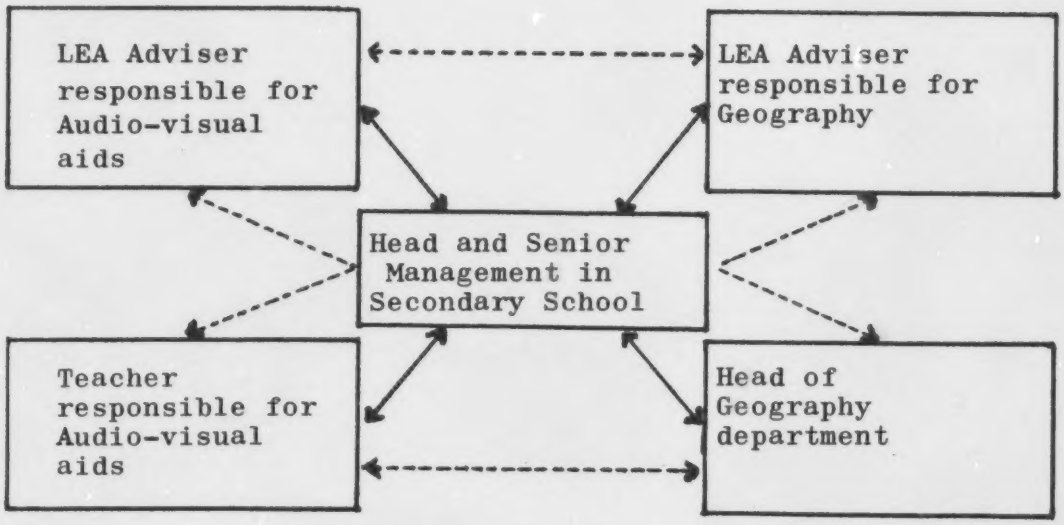

LEA Adviser responsible for Audio-visual aids
LEA Adviser responsible for Geography
Head and Senior Management in Secondary School
Teacher responsible for Audio-visual aids
Head of Geography department

Fig 1.1 Model used as a basis for planning the interview programme

It must be emphasized that this model was only a basis. It serves to highlight the organizational hierarchy and the key roles within it, and it distinguishes between the intra-school and extra-school areas. The use of rectangles illustrates the boundaries between the persons in the hierarchy and points to the distinction between the administrative-technical sector and the curriculum maintenance-development sector. Fig.1.2 shows the central position of the head and senior management group in a school in bridging these two sectors.

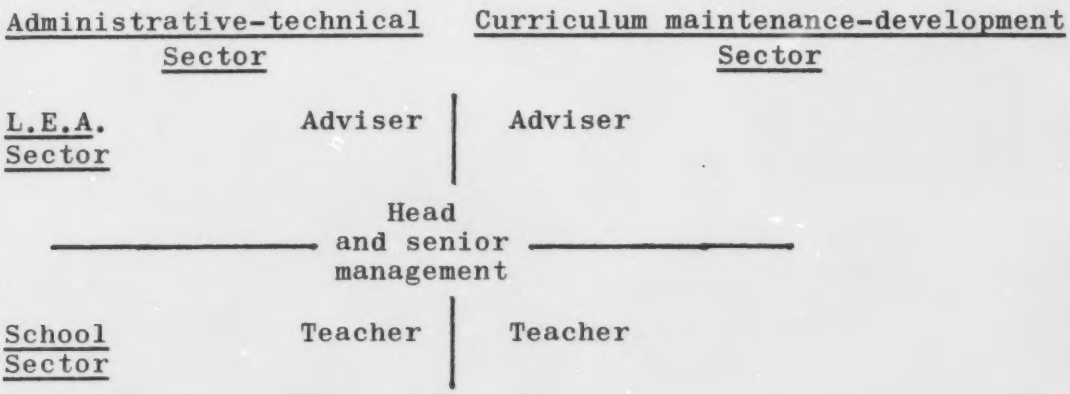


Fig.1.2 Sectors of Resources Planning and Allocation

Loosely structured interview questionnaires were prepared for use with persons representative of each of the five boxes in Fig.1.1. In general, these questionnaires had the following objectives:

(a) to define precisely the roles of individuals with reference to:
(i) the acquisition of educational television equipment;
(ii) the availability of educational television equipment;
(iii) the use of educational television equipment;

(b) to define the processes of resources planning and allocation in general and planning for the use of educational television in particular;

(c) to define the links between persons and institutions in providing for the viewing of television programmes in secondary schools.

These objectives stemmed from the following main hypotheses:

(a) at local education authority level

(i) local education authorities vary in the provision of specialist advisers and the responsibilities they allocate to them;

(ii) local education authority advisers vary in their interest in educational television and this is reflected in the advice they give to teachers and in the policies they formulate;

(iii) local education authority advisers vary in the ways in which they involve subject specialists in schools in policy formation;

(iv) local education authorities vary in the provision of persons and institutions to support the work of advisers and teachers, e.g. the provision of teachers' centres, organizers, curriculum development leaders, which may have implications for resources planning and educational television;

(v) local education authority advisers vary in the ways they frame policies and communicate them to schools.

(b) at the level of senior management in schools

(i) heads vary in the management structures which they employ in secondary schools and this has implications for resources policy-making;

(ii) heads vary in the roles they define for persons with special responsibility for audio-visual aids;

(iii) heads vary in the priority accorded to the allocation of technical staff, accommodation and financial support for educational television;

(iv) heads vary in their knowledge about, and interest in educational television, and this has implications for the acquisition of television equipment, and for long-term and short-term curriculum planning in geography departments;

(v) senior management groups vary in the attention they give to resources, and resources for educational television in particular, in their policy-making.

(c) at the level of teacher responsible for audio-visual aids

(i) teachers responsible for audio-visual aids vary in their responsibilities, status and salary;

(ii) teachers responsible for audio-visual aids vary in their associations with local education authority advisers and with senior management and heads of subject departments in secondary schools;

(iii) teachers responsible for audio-visual aids vary in their involvement in resources planning and curriculum planning;

(iv) teachers responsible for audio-visual aids vary in their knowledge about educational television;

(v) teachers responsible for audio-visual aids vary in the priority they accord to educational television;

(vi) teachers responsible for audio-visual aids vary in their accommodation and in the technical and financial support they receive, and in the amount of television equipment for which they are responsible;

(vii) teachers responsible for audio-visual aids vary in the training they receive and in their association with persons and agencies in the field of audio-visual aids outside the school.

(d) at the head of geography department level

(i) heads of geography departments vary in their responsibilities, status and salary;

(ii) heads of geography departments vary in their associations with local education authority advisers and with senior management in schools;

(iii) heads of geography departments vary in their involvement in school resources planning and curriculum planning;

(iv) heads of geography departments vary in their knowledge about educational television;

(v) heads of geography departments vary in the priority they accord to educational television;

(vi) heads of geography departments vary in the technical support, accommodation and financial support they receive and in the ease or difficulty they experience in seeking to use educational television programmes;

(vii) heads of geography departments vary in the ways they use educational television, including the attention they give to preparation, follow-up and the production of supporting materials;

(viii) heads of geography departments vary in the training they receive with reference to educational television and in their association with persons and agencies in the fields of audio-visual aids and geographical education outside the school.

These hypotheses, combined with the simple model (Fig.1.1.), provide a skeleton, and the purpose of the interview programme was to give the skeleton flesh. In arranging the interviews it was intended that, at the local education authority level, the advisers responsible for audio-visual aids and the advisers responsible for

geography in each of the four authorities would be interviewed. In the schools it was hoped that interviews could be arranged with heads, teachers responsible for audio-visual aids and heads of geography departments. In determining these interviewees account had to be taken of variations between authorities and schools in the ways in which jobs were given titles and responsibilities were allocated. Thus, as we shall see later, some of the authorities did not employ specialist subject advisers and some schools had a faculty structure superimposed on a departmental structure. The inclusion of teachers' centre wardens, curriculum development leaders and audio-visual aids organizers in the local education authority sector complicated the simple model. When it was strongly recommended, by an adviser or by a person in a school, that the study would benefit if interviews could be arranged with some of these officials, then such interviews were arranged. The full programme of interviews is shown in Table 1.1.

Table 1.1. shows that in some schools it proved impossible to interview all the persons at the various levels in the hierarchy. Staff absence due to sickness, school visits and other commitments accounts for most of the gaps. First drafts of the questionnaire used in the second part of this study were sent to two absent heads of geography departments and these yielded useful information. In four cases the schools did not possess any educational television viewing equipment and heads or deputy heads considered interviewing junior staff unnecessary.

The five loosely structured interview questionnaires are in Appendix B. The interviewees were advised that their replies would be kept anonymous and the interviews were recorded using an audio-cassette recorder. In addition to their oral replies some of the interviewees provided supplementary documentary information.

In presenting the information gathered in the interviews a choice had to be made between taking the authorities each in turn and describing and attempting to explain the patterns which emerge, or taking the hierarchical steps, as shown in Fig. 1.1. and describing each level with reference to each authority. It was decided to take the latter course.

Table 1.1. Persons Interviewed in Four Selected Local Education Authorities

1. English city authority	2. Scottish city authority	3. English county authority	4. Welsh county authority
Adviser for audio-visual aids. Adviser for social studies. Curriculum development leader for social subjects.	Adviser for audio-visual aids. Adviser for geography. Senior Technician for audio-visual aids.	Adviser for audio-visual aids. Assistant Education Officer. Teachers'centre warden.	Organizer for audio-visual aids. Organizer for audio-visual aids. Adviser for secondary schools (humanities) **
Schools : 1.Head. Deputy head. Director of resources(and acting head of geography). 2.Head. Teacher in charge of audio-visual aids. 3.Head. Head of geography. 4.Head. 5.Deputy head.	Schools : 1.Head. Deputy head. Head of geography. 2.Deputy head. Assistant head teacher. Head of geography. 3.Head. Assistant head teacher. Head of geography. 4.Head. Assistant head teacher. Head of geography. 5.Head of geography.	Schools : 1.Head. Director of Studies. Head of geography. Teacher responsible for audio visual aids. 2.Head. Deputy head. Head of humanities. 3.Head. Head of geography. * 4.Head. Deputy head. 5.Head. Deputy head 1. Deputy head 2.	Schools : 1.Head. Deputy head. 2.Head of geography. Teacher responsible for audio-visual aids. 3.Head. Head of geography. Teacher responsible for audio-visual aids. 4.Head. Head of geography. 5.Head. Head of geography. * Teacher responsible for resources. Two science heads of departments.

* While these two heads of departments were unavailable for interview they provided detailed written information in response to a questionnaire.

** This adviser was interviewed by telephone.

CHAPTER 2

Local Education Authority Advisers

The simple model illustrated in Fig.1.1. shows at the local education authority level two types of adviser, one responsible for audio-visual aids and the other responsible for geography.

(i) The Provision of Advisers

In the selected English city advisers, given the title 'inspectors', are generally appointed with two major fields of responsibility : general responsibility as a member of a team of inspectors for all the local education authority schools in a district of the city, and more specific responsibility for a single subject, a group of subjects or a particular sector of schooling. Geography was one of the responsibilities of the inspector for social studies. Audio-visual aids were the responsibility of an inspector who was also responsible for technical subjects and the organization of a film library. The inspectors' offices were in the main education office in the city.

In the Scottish city there was a specialist geography adviser who also had a district responsibility. The adviser for audio-visual aids was also the adviser for modern languages and had a district responsibility. These advisers were based in the city education offices.

In the English county there was a small number of specialist subject advisers for such subjects as music, physical education and technical subjects. There was no specialist geography adviser but a person with the title Assistant Education Officer was responsible for the broad field of the humanities, including geography. In addition, this official was responsible in a general way for advising the authority on school buildings and curriculum development. He was based in temporary buildings on a school site and his base was called the Communications Centre. Audio-visual aids were the responsibility of a specialist adviser. He was based at an audio-visual aids centre which shared a building with a teachers' centre located alongside a secondary school.

The advisory service in the Welsh county authority was complicated by the fact that in 1978 advisers were located in the offices of the pre-1974 authorities. There was no specialist geography adviser, though there were general advisers and advisers responsible for some specialist subjects. The adviser responsible for secondary education had within his responsibilities the humanities in secondary schools and the audio-visual service.

Day-to-day responsibility for audio-visual aids rested with three officials, two of whom were interviewed. One stated that his title was 'adviser', while the other stated that he was an 'organizer'; an adviser described them as 'officers'.

All of these officials in the four authorities were interviewed and from the interviews it is possible to summarize the responsibilities they shared and those which were unique to each authority. In this summary educational television is set in the broader structures associated with audio-visual aids.

All of the audio-visual aids advisers (inspectors, organizers) shared the following responsibilities:

1. advising senior local education authority officials about all aspects of planning the purchase or hire, maintenance, distribution and utilisation of audio-visual aids, including educational television equipment;

2. advising heads, and through them the schools, about all aspects of planning the purchase or hire, maintenance and utilisation of audio-visual aids, including educational television equipment;

3. advising other advisers about all aspects of planning the purchase, maintenance and utilisation of audio-visual aids, including educational television equipment;

4. administering a maintenance and repair service for audio-visual equipment;

5. administering recording facilities for educational television broadcasts;

6. providing audio-visual aids in-service courses for teachers;

7. liaising between teachers, wardens of teachers' centres, other advisers, museum and library officials, with reference to audio-visual aids.

(ii) The Acquisition of Television Hardware and Software

Each authority had a different policy for acquiring television equipment for use in schools. In the English city a new policy was being discussed, at the time of the interviews, for possible implementation in the 1979-1980 school year. This proposed the

provision of colour television monitors to all of the secondary schools in the city. Currently, schools could rent black and white monitors as part of a contractual arrangement between the local education authority and a rental company. Monitors were supplied to those schools which requested them and in deciding the number to be supplied careful account was taken of the number of pupils and the arrangement of buildings in a particular school. Schools with multi-storey buildings and split sites could acquire more monitors than those having a single floor on a single site. A school requiring colour monitors had to pay the extra rental charges from school funds outside the moneys provided by the local education authorities. In 1978 nearly a hundred schools had made this arrangement. Schools which wanted video-recording equipment had to buy this from school funds. Schools possessed a variety of equipment including monitors retained at the end of a previous rental contractual period and monitors donated by parents and others outside the school. The authority assumed responsibility only for the maintenance and repair of those monitors supplied through the current rental agreement.

In the Scottish city the local education authority had provided every secondary school with a video-cassette recorder (VCR). This policy was adopted after an experimental period, some five years ago, when ten schools were supplied with VCRs and a small number of cassettes. The monitors supplied by the local education authority were for black and white reception and some of the monitors in the schools had been modified from a defunct ETV system. The city is administratively part of a larger regional authority and, at the time of the interviews, discussions were being held at regional level to define future priorities with regard to audio-visual equipment, and especially educational television equipment. Unlike the English city, the Scottish city authority purchased television equipment and the maintenance and repair of it was carried out in the workshops of the city's audio-visual services department.

In the English county educational television equipment had been seriously affected by financial cuts following the national economic crisis of 1974. Since then the local education authority had not supplied monitors or video-recording equipment to the schools. However, some schools had raised funds to purchase equipment and so the distribution of educational television viewing equipment varied markedly from school to school, depending on the interest within the schools and the size of the school funds.

In the Welsh county too, the impact of the financial cuts had been felt markedly in the field of educational television. The authority had a policy for educational equipment briefly summarized as advice, maintenance and repair. At the time of the interviews the audio-visual aids officers were preparing their financial estimates for the next academic year. It was proposed that colour monitors should be placed in all secondary schools. Priority in placing black and white television monitors in primary schools had been a feature of the policy of this local education authority. VCRs were not supplied by the authority except in the case of new secondary schools. In 1978 several schools had been reorganized as comprehensive schools and these had been supplied with VCRs.

All five of the advisers and officers responsible for audio-visual aids spoke about their concern for obtaining television viewing and recording equipment which was especially appropriate for use in schools. In two authorities advisers spoke about the need to introduce new systems of recording in anticipation of the time when television companies would be transmitting educational programmes during night-time. This had been considered in the other two authorities where it had been decided to retain their existing systems. All of the advisers had considerable authority to decide the equipment which they would place in schools. The ultimate decisions were taken by Education Officers or Chief Education Officers working through committees or sub-committees responsible for resources. The adviser prepared detailed estimates and made recommendations annually. In this process the advisers consulted their colleagues in other authorities, especially if they were members of advisers' committees of the television producing companies or of the National Committee for Audio-visual Aids in Education, and the professional literature. They also tested new equipment in their repair workshops and experimented with its use in selected schools.

(iii) Advisers and the involvement of teachers in policy formation

(a) Advisers responsible for geography

With regard to the advisers responsible for geography, there were marked differences between the ways they involved subject specialists in the schools in the process of policy formation.

In the English city the adviser for social studies had three points of contact. Firstly, he met heads of geography departments individually in their schools when particular problems required resolution. Secondly, he met heads of geography departments as a group on a regular basis at meetings organized

for those in schools either in the northern or southern parts of the city. Thirdly, he organized in-service courses and meetings which were attended voluntarily by geography teachers, including heads of department. These meetings took place in teachers' centres and in the city's colleges of higher education. The adviser also communicated with teachers through bulletins, circulars and letters. His association with heads of departments was sometimes formal and sometimes informal : in some cases his purpose was to communicate decisions already made, in other cases he sought advice and guidance to assist him in formulating policy.

The English city adviser had the services of a curriculum development leader (CDL) for social studies, who was based at a teachers' centre. The CDL collected resource materials in the form of books, teaching kits and audio-visual aids which were made available for teachers to consult. He administered and led a number of working parties, contributed to the organization of in-service courses, acted as a general consultant for teachers in the broad field of social studies, and assisted with the organization of a geography teachers' centre. With regard to educational television, acting on the advice of the social studies adviser, he was responsible for arranging the video-recording of all educational television programmes transmitted in the social studies. Facilities for audio- and video-recording were located in a teachers' centre. These facilities were obtained principally to assist advisers and CDLs in their work, but it was possible for teachers to borrow video cassettes of programmes which they had failed to record on their own school's VCRs. This service was not publicised and only one teacher had used it in the previous two years. The adviser for social studies did not receive television programme information from the programme making companies; this was received at the teachers' centre so that the CDL for social studies received all the social studies information. He was able to purchase teachers' and pupils' booklets and other supplementary material, e.g. radiovision filmstrips. Keeping the adviser informed of new developments in educational broadcasting was one of the CDL's jobs. Neither the inspector for social studies nor the CDL had any regular links with the television producing companies. They had publicised particular series during heads of departments meetings and in more informal contacts with heads of departments.

At the time of the study the adviser and the CDL were particularly active in supporting working groups of geography teachers in the development of MACOS (Man: A Course of Study) Courses, courses derived from the Schools Council Geography for the Young School Leaver project (GYSL) and new residential fieldwork courses both for sixth formers following new GCE Advanced level syllabuses

and for pupils in the first years of the secondary schools. The adviser had a budget for initiating and supporting curriculum development activities in schools.

In the Scottish city the adviser for geography had established a panel of geography teachers, mainly heads of departments in secondary schools, which had a number of sub-committees responsible for preparing teaching materials relevant to particular facets of geography courses. It was clear from the comments of the adviser and of geography teachers who were interviewed and who were members of the teachers' panel, that the introduction of alternative syllabuses for the Scottish Certificate of Education (SCE) Ordinary grade and Higher grade examinations during the last five years had consumed much of the energy of the panel and the heads of departments. The first two years of the secondary school course (for pupils aged 12-14 years) had been influenced by the curriculum development work of the Scottish Centre for the Social Subjects (now called the Scottish Curriculum Development Service). The Centre had distributed to teachers a kit of teaching resources which, because of its packaging, was referred to as the 'black box'. Television programmes linked to the 'black box' course materials were transmitted to Scottish schools by the BBC in the 1978-1979 school year.

Prior to local government reorganization in Scotland in 1975 this Scottish city had not developed teachers' centres. More recently teachers' resources centres had been opened and, at the time of the interviews, three of these were operational. A main centre housed a range of facilities including video-recording equipment. Two area resources centres served different sectors of the city. Another centre had closed after being open for only a short time. The adviser for geography arranged exhibitions and meetings at the main centre and he advised the librarian there about the requisition of materials stored there. The adviser, like the one in the English city, had never organized meetings or conferences for teachers which focused on educational broadcasting. He had no formal contacts with the programme producing television companies.

The geography adviser had in addition to funds for in-service courses money which he could use at his discretion to assist curriculum development in schools. He had no singular priority for the allocation of these funds. A head of department who suddenly wanted to enter the educational television area and did not have an adequate supply of video-cassettes could apply for financial support. The adviser would not 'put a lot of money into someone who was all too traditional and stuffy' but he would help a head of department who 'was forward looking and positive, and demonstrating imagination and interest in new developments'.

Keeping teachers informed about new developments in geography and new teaching materials was considered an important function for the geography adviser and he distributed at regular intervals a Geography Newsletter to the schools and this was prepared by teachers for teachers. This already contained information about forthcoming educational television series and the adviser envisaged the inclusion of reviews of television programmes in future issues. This would be comparable with the textbook and film reviewing teachers' panels which were already active in the city.

In the English county there was no specialist geography adviser. A person with the title Assistant Education Officer for Development had a special responsibility for the humanities, including history, geography and social science. In the interview he explained that in 1966 the authority had appointed part-time teachers' centre leaders, or curriculum development leaders as they were called. Later they became full-time leaders and were based in teachers' centres. The Assistant Education Officer was the focal point of a network of these CDLs. From the beginning 'the emphasis was upon very active curriculum development and the involvement of teachers in thinking things through and producing materials'.

The Assistant Education Officer saw himself as 'a bridge between administrative and advisory work' since he had some responsibility for both curriculum development and the development of school buildings. In both facets of his work he was involved in resources policies. He explained that when new schools were being planned, or when building changes were planned for existing schools, space was allocated for library-resources centres which had a 'sort of power house of non-book storage, reprographic space, space for the off-set litho, an AV room'. The details of such provision were discussed by him with the heads and teachers in the schools and advisers were also consulted.

He described the relationship between the authority and the schools in these terms : 'We've never gone great guns on communicating at a distance and sending out sort of authoritative or authority stamped memoranda'. Some policies were formulated in working parties of interested teachers. Two examples can be used to illustrate this. Firstly, a working party prepared a report, just prior to local authority reorganization on the regional organization of educational resources and information. This was circulated as an advisory document within the local education authority and it continues to serve as a blueprint for policy making in the county's schools

and in the central agencies of the authority. Secondly, groups of teachers had contributed to the preparation of two recent curriculum reports on the humanities. The geographical aspects of these reports had been discussed and written by members of the County Advisory Group for Geography. The contribution of educational television to the curriculum may be taken into account in the discussions of such working parties, though the distinction between the hardware and the software was crucial.

The position in the Welsh county with regard to advisory services for geography departments in schools was different to that in the other three authorities. Whereas in these others there were such formal structures as heads of departments meetings, working parties or teachers' panels, such formal arrangements did not exist in the Welsh county. An informal group made up of a few heads of geography departments advised the secondary schools adviser informally. In-service courses, both residential and non-residential, were held in teachers' centres but these were relatively infrequent.

All the advisers defined their priorities as they sought to formulate policies e.g. in the Welsh county the curriculum of the primary schools was emphasized and also an interest in the learning of geography through the medium of Welsh, in the English county the needs of humanities teachers in the middle school (9 - 13 year olds) sector were highlighted. In the two cities there was a common concern for falling school rolls plus the need for improved external examinations results.

(b) Advisers responsible for audio-visual aids (AVA)

Advisers responsible for AVA, while sharing the same broad goals, differed in the policies they formulated and the ways these were communicated to the schools. For all of the advisers (organizers) interviewed, policy, with special reference to educational television, focused on equipment, storage, accommodation, staffing, requisitioning procedures, and liaison between schools and the local education authority.

In the English city the adviser responsible for AVA had inherited a system where the equipment allocated to a particular school was determined by the items on a standardized list. Thus it was assumed that every school should have, as standard provision, one 16mm projector, two tape recorders, two overhead projectors, and so on. More recently this list had been abandoned and it was now possible to find schools with, for example, more than twenty-five overhead projectors. The adviser stressed that each school must be treated individually and he preferred the flexibility of the contact with individual schools to the rigidity

he associated with circulars or other documents sent out to all of the schools. His advice to a new head was :

> 'Look, the first thing you've got to do is to find out who, under the old head, was responsible for AVA. It might be a single person, it might be heads of departments. The second thing is to find out and put down on paper everything you've got. I'll send you a photo-copy of our stock record card.....You then have to decide whether you want a central bank or whether you want them spread around the school. There are good arguments for both. I think there's a need to have both systems: the heavy users should have their own stock and the base for that is their own classroom or store-room. You also need a central bank of stuff for others who don't use it so regularly and as a standby when a repair is being done. Put it all on paper - what's in the school, state exactly where it is located - and give every member of staff a copy of it. Lay it down in your school that, although there are, for example, tape recorders in a department, anyone can use them when they're not in use. They are school resources, not departmental resources. At senior management level, and at no less than senior teacher status, there ought to be a co-ordinator of resources in a school'.

In a local education authority area like this city's, with a variety of secondary schools including single site and split site schools, old and new, single storey and multi-storey buildings a flexible policy appeared essential. The proximity of the adviser to the schools enabled him to pursue a policy founded on close personal contact with heads.

While this last feature was true of the Scottish city the adviser for AVA there had attempted to introduce a more unified policy. Soon after his appointment he invited a representative from each of the city's secondary schools to attend a meeting to discuss four main points :

> '1. The adviser should have a point of reference within each school.
>
> 2. Schools should put into effect a scheme for the pooling of all audio-visual equipment in a school, centralising storage of such equipment where this is at all practical.

3. There should be a special requisition for audio-visual equipment and related materials which would, inter alia, allow schools to check immediately progress of an order.

4. There should be a review of present requisitioning procedures and allowances for overhead projector materials, films and commercial slides and filmstrips.'

In the letter accompanying the report of the meeting which was sent to schools the adviser wrote :

> 'The report makes clear the general desire to have a recognised in-school structure for co-ordination of audio-visual resources and information. What was not decided was the form which this structure should assume, which is in some ways regrettable since I would have liked schools to experiment with a structure, on a city-wide basis, for as long as possible this session. In this way the defects and virtues could be assessed, and the necessary degree of flexibility could then be built in to allow each school to adapt to its own particular circumstances next session.'

Having advised the schools that they should have co-ordinators of audio-visual resources, the adviser for AVA then distributed a paper entitled 'Suggested Areas of Activity for Co-ordinator of Audio-Visual Resources in Secondary Schools'. In this paper he emphasized the need to ensure the best possible utilization of resources, hardware and software. He argued :

> 'The fewer lines of enquiry which anyone has to pursue the more efficiently they are working. It is odd that schools, which are generally considered to be centres of learning and storehouses of knowledge, staffed by individuals with an average 120+ IQ, have done comparatively little to organise these enormous resources and facilitate the learning processes. There is probably more human effort put into checking who did not turn up to benefit from haphazardly organized teaching resources than in organizing these resources themselves to the best effect (such a statement is made with full awareness that, as with everything in life, there are bound to be exceptions)'.

He went on to define his function :

> 'to facilitate this organisation of resources, to provide means whereby information about equipment is available to all (as regards its extent, applications, operation and availability), to promote and initiate research into better means of information communication and retrieval, and to be a general trouble-shooter'.

The activities of the proposed co-ordinator of audio-visual resources were listed :

> 'Preparing a full list of the audio-visual equipment in school (with Adviser's assistance);
> Ensuring proper completion of questionnaires and return by due dates;
> Centralising all hardware not in regular or organized use by any department or re-locating hardware so that it is available to a wider range of potential users;
> Identifying those members of staff possessing any degree of expertise in use of hardware or production of software;
> Assisting Adviser in organising in-service courses to improve utilisation of equipment;
> Scrutinising requisitions for hardware and software;
> Acting as a central distribution point for all information on audio-visual matters as passed on by Adviser;
> Making known to Adviser particular problems in the school;
> Making common policy with other senior staff throughout the city to expedite action on such matters as security in equipment storage, the implications of centralised resources for curricular development, the best means of expanding use of audio-visual resources to assist teachers and encourage pupils etc.;
> Ensuring that school allocations for films, etc. are fully and properly utilised'.

For this adviser the school co-ordinator of audio-visual resources was seen as an important link between himself and the staff of the school. He was also anxious to see improvements in the links between the co-ordinator and other teachers for administrative and in-service training reasons. To facilitate this he distributed

a document to all secondary schools, (Setting up a Committee for Audio-Visual Resources in a Secondary School) in which he stated his personal opinions concerning the setting up of audio-visual resources committees. The framework for such a committee was outlined :

> 'The committee should be convened by an Assistant Head Teacher (known as the Audio Visual Resources Organizer if he/she so wishes). This individual should normally act as the school correspondent for the passage of information in and out of the school.
>
> The size of the committee should be at least six (the convenor can be inclusive or exclusive) and should probably involve at least one in ten of the staff. On the other hand a committee of more than ten may prove rather unwieldy - experience will tell.
>
> Where a school operates annexes with staff located full-time in these buildings, each annexe should be represented on the committee.
>
> There should be a good variety of subject specialists on the committee, although where a school adheres closely to groupings such as B.E.S.S., etc. a representative from each grouping should be involved.
>
> The committee should not be exclusively male or female, if this can be avoided.
>
> The committee should not be packed with 'experts' or enthusiasts with no experience. The aim is to encourage within the committee easy interchange of opinion, experience and imagination.
>
> The committee should contain at least one principal teacher, preferably one elected by a combined meeting of principal teachers.
>
> At least one photographic expert should be asked to join the committee. Someone who can keep reliable books would be an advantage.
>
> Selection/election of members is for each school to decide'.

Having established the framework, the advisory document then specifies five functions for the committee.

'1. The committee should try to act as the focus of all use of audio_visual resources within the school. This means that they should provide some guidance as to the best use of school resources as well as responding to any pressure for the expansion or modification of existing resources. Staff should feel that they can readily and easily turn to the committee for assistance. They should also feel that matters are dealt with objectively, with the best interests of the school as the over-riding principle.

2. The committee will be responsible for all in-service training, other than any which may be offered by subject specialists at central or district level. All members of the committee will endeavour to master at least one skill in the use of audio-visual resources, which skill they will endeavour to communicate to other members of the school staff.

3. The committee will meet regularly (at least once a month) so that the use of resources within the school can be kept under constant review, and problems which arise can be dealt with fairly promptly.

4. The committee should publicise their activities within the school and also ensure that the whole school is made aware of any activities or information relevant to the use of resources at central or district level.

5. The committee should be responsible for the following administration:-
   a. Location of all equipment within the school.
   b. Security arrangements.
   c. Distribution of software and storage of software.
   d. Purchases of software other than those made departmentally.
   e. Requisitioning of all equipment.
   f. Allocation of duties to any audio-visual technician and auxiliary staff involved in audio-visual activities.
   g. Maintaining records of existing stock, new acquisitions, repairs etc.
   h. Such other duties involving organisation of resources as the Head Teacher shall decide.

The strength of the advice in this document can be gauged from a sentence written in parenthesis at the end of the list of functions. It ran :

> 'Nos. 2 and 3, if not adhered to, will deprive the school of the training opportunities to which all members of staff are entitled - hence the use of the word "will"'.

The same city adviser for AVA had distributed an advisory document headed 'In-service Training in the Use of Audio-Visual Resources'. This contained a number of proposals drawn up by a working party of the audio-visual advisory panel. These related to three priorities:

- the establishment of a central training area open to all teachers;
- the building up of the level of expertise within each school;
- the building up of the level of expertise within each subject department.

The proposals were summarized in the document as follows:

'1. Most in-service training should be carried out in schools.
2. Central facilities should be utilised where more specialised skills are required.
3. Teachers should not be expected to attend more than two or three continuous sessions, and courses should be structured accordingly.
4. A significant proportion of training should be on an informal and practical basis within departments, although clear guidelines as to how this training can be carried out should be supplied.
5. Organisation at school level should be in the hands of a suitably qualified committee.
6. Overall charge of in-service training and the provision of facilities for this purpose should be in the hands of the Adviser for Audio-visual Aids ("in-service training" here is taken to mean "training in the use of audio-visual aids")'.

The adviser for AVA, when interviewed, stated that he sought to provide for each school 'the most pragmatic, appropriate, flexible resources structure possible'. The keys to this structure were the recognition that all AVA resources were whole school resources and not the possession of subject departments, and the placing of responsibility for AVA resources

in the hands of a teacher at assistant head teacher level. The first of these was the foundation for intra-school development of resources policies and the second provided the link between the adviser and the teachers in the schools. The structure is summarized in Fig.2.1.

The adviser for AVA emphasised that when he sent documents to schools he was anxious that the schools should accept the principles underpinning the structure and then they could work out the details most appropriate for their own particular requirements. The majority of secondary schools had accepted the principles, he claimed. Only a few had not made an assistant head teacher responsible for AV resources. Many had set up AV committees. He was unable to gauge the involvement of teachers. Much depended on the enthusiasm of the assistant head teachers and the overall competence of the teachers.

He categorized teachers into three broad groups according to their teaching competence, which was composed partly of classroom teaching competence and partly of competence in curriculum development. In his words,

> 'There are people who are getting it right and doing it right on their own conviction, and they're doing instinctively what eventually a central committee might decide is right. They're never very numerous. There's a much more substantial middle body who really want guidance, who have got positions of responsibility for a variety of reasons. They're fundamentally good teachers but a bit short on the creative aspects of the curriculum. And then there are the others.... Now all of these categories get varying degrees of support from the head, from the board of studies, from the members of their department. But even down at departmental level a head of department can say one thing but as soon as the teacher shuts the door, and he is not convinced that the principal teacher is right, then, to a certain extent they're not going to achieve their objectives'.

The adviser for AVA in the Scottish city was very conscious of the distance between himself and the numerous teachers in the city's secondary schools. He spoke with admiration about the provision of media resources officers in the Inner London Education Authority. (See Appendix C) This appeared to be a solution to his communications problem and the means of giving direct help and support to individual schools which sought to develop their curricula using a variety of AV and other resources.

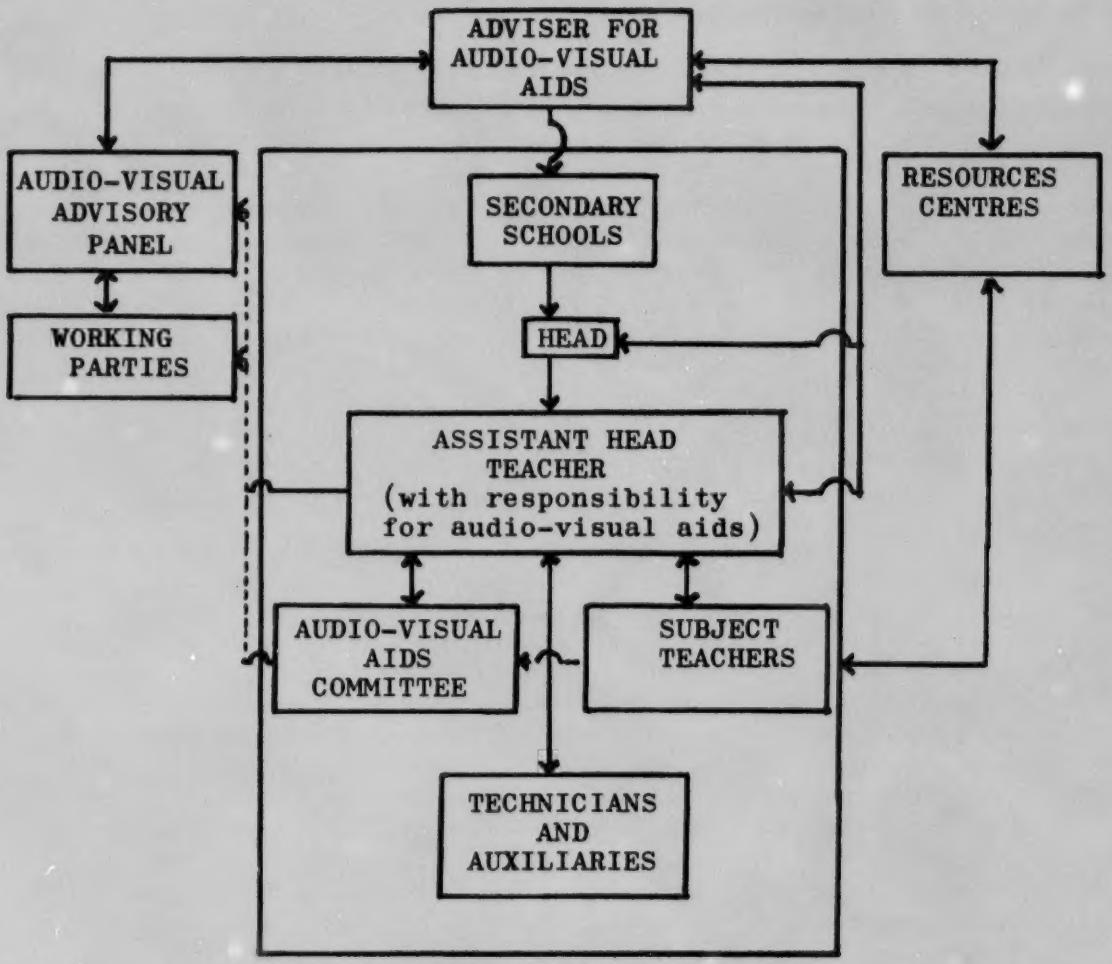


Fig.2.1. Structure for a Resources Policy as outlined by the adviser for audio-visual aids in the selected Scottish city.

For this city, he claimed, such a provision seemed to be impossible partly for financial reasons and partly because the curricula of the Scottish city schools lacked any central direction. The adviser seemed to imply that the London secondary schools had a more centrally controlled curriculum than the schools in the Scottish city. While the adviser for AVA had relatively close contact with teachers of modern languages, the subject area for which he was responsible, his contact with other subject specialists was considerably less.

In the English county, similarly, the adviser for AVA placed great stress upon the need to establish close contact with individual teachers. As a result of discussions with the Assistant Education Officer for Development, the county children's librarian and the adviser for AVA a paper had been prepared which outlined the intra-school arrangements for the development of resources policies. This recommended the designation of a teacher in each secondary school as a Director of Resources who would be 'educationally orientated'. There should also be a librarian and an audio-visual resources assistant in each secondary school. These recommendations were accepted in principle by the education authority, though they were not implemented in the sense that they were centrally imposed upon all schools.

The same paper contained recommendations about a standardized retrieval system, including a classification system and a resources catalogue pertaining to resources held at county, regional, local and school level in libraries, teachers' centres and schools.

The adviser for AVA emphasized that the authority had always considered that 'the maximum amount of freedom for schools to make their own decisions was an important factor in education'. If schools chose not to use their staffing points to appoint directors of resources there was no way by which the authority could make them. All that the adviser could do would be to suggest that the kind of structure outlined in the advisory paper was considered worth introducing.

In this English county one was particularly conscious of the place of AV resources within a structure of learning resources provision which included book and non-book material supplied by the schools library service, the AVA service, the curriculum development agencies and the county museum service. Establishing a flow of information between these organizations and the schools, and providing a system for the more centralized production, acquisition, storage and dissemination of learning resources was the subject of a working party in this local education authority in 1973.

The working party had been concerned about the difficulties of providing a co-ordinated and efficient resources service in the authority which would result from reorganization in 1974. Prior to local government reorganization there had been in the area seven centres handling resources with such specialist functions as off-air taping, slide-copying, photostencilling, off-set litho duplicating, the museum service and the library service. It was stated that teachers needed to know what resources were available within the school and in local, regional and national centres. The teacher also needed to participate in curriculum development. To meet these needs the working party proposed that catalogues of information should be integrated or co-ordinated to produce a non-book catalogue and a full regional catalogue. Teachers' centres were seen to have a valuable role in disseminating information about educational methods, content, organisation and technology. The resources problem, viewed from the local education authority perspective, was seen to have two main components - the flow of information and the flow of book and non-book materials and these components were summarized in two flow-diagrams (Figs. 2.2. and 2.3.).

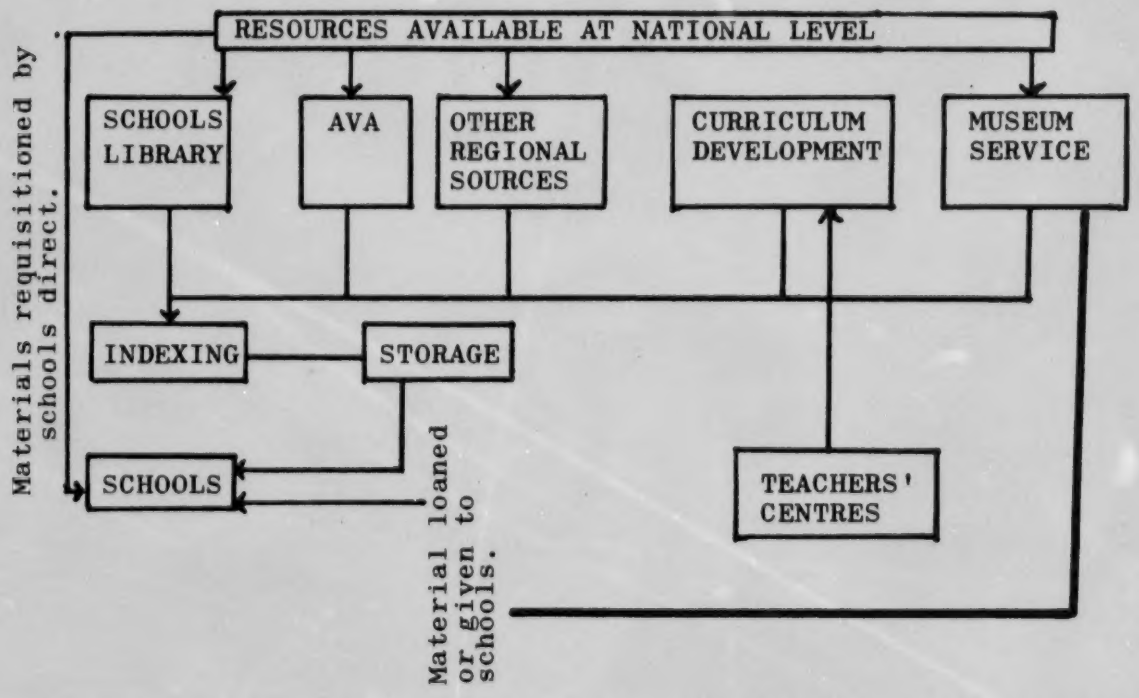


Fig.2.2. The Flow of Book and Non-book Materials to Schools

From Fig.2.2. we can see that there are four kinds of learning resources : those which schools requisition; those which are put into schools by the regional centre on a permanent or short-term basis; those held centrally and are available on loan to schools; localized resources held by teachers' centres for schools in their area. The patterns of resources provision summarized in the two diagrams may be viewed as a system for curriculum support and maintenance, though the members of the working party wanted to support curriculum development. In the resources context they defined curriculum development as 'the production of teaching and learning materials by an educational group of teachers, advisers, teachers' centre leaders etc. through the process of appraisal, design and evaluation'. They envisaged the formation of curriculum development groups, hopefully formed by teachers released from schools on a part-time basis and led by a teacher adviser or seconded teacher. Teachers' centres could specialize in particular development projects, though the publication and reproduction of development group materials could be undertaken by the regional centre.

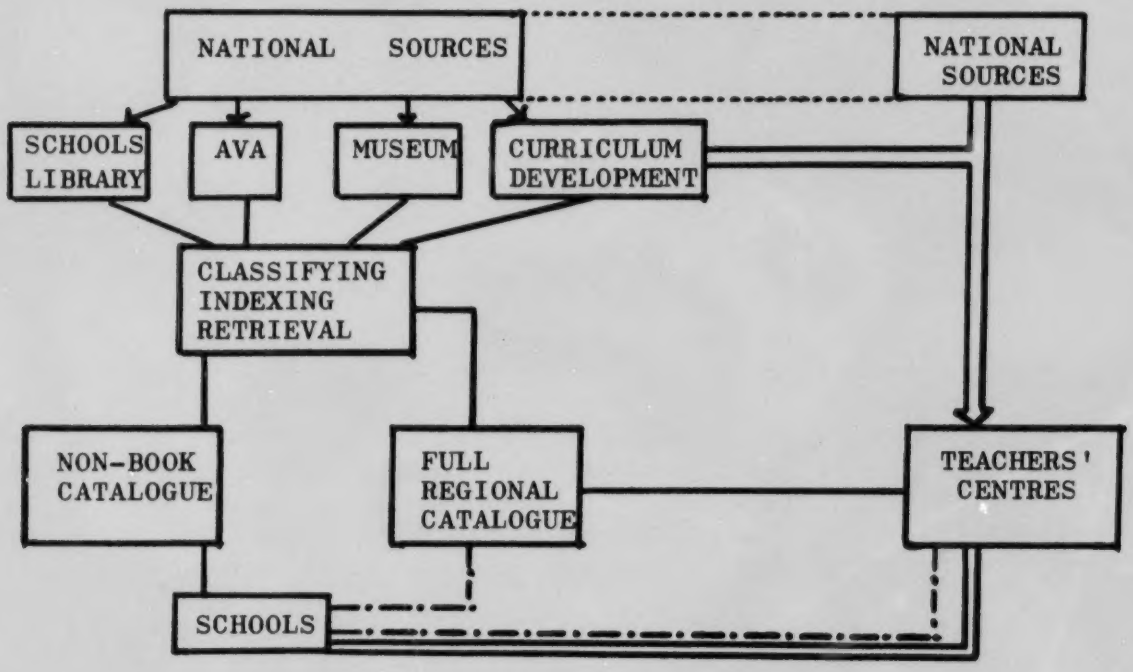


Fig.2.3. The Flow of Information

(The narrow parallel lines represent information on teachers' professional role. The broken line represents information on call to the regional centre or local teachers' centre.)

Educational television resources would appear to fit into the AVA boxes in the two flow diagrams, though they also have a part to play in curriculum development. The role of the AVA adviser and his staff was specified in the report :

'i. Selecting audio-visual aid resources for purchase, in consultation, where appropriate, with teachers, advisers and development leaders.
ii. Obtaining and supplying information on AVA resources.
iii. General upkeep of AVA resources.
iv. The production and reproduction of educational materials.
v. Providing in collaboration with AVA supervisors in Teachers' Centres, an equipment loan and maintenance service to schools.
vi. Evaluation and recommendation of items of equipment.
vii. Advising staff in school resource centres'.

Under 'curriculum development' the following functions were listed :

'i. Educational advice on resources and development at school and regional level.
ii. Co-ordination of development groups in the region.
iii. Promotion of curriculum development and appraisal of educational need.
iv. Advising groups and schools on the design of educational resources.
v. Advising those appointed within secondary schools to responsibility for resource centres and internal curriculum development'.

This report is one of a number prepared by working parties within the county on various topics. Already reference has been made to two examples drawn from the humanities field. It pinpoints the division between the administrative-technical dimension of resource planning and the curriculum maintenance-development dimension.

The report was distributed to all heads of schools in the county who, in the words of the adviser for AVA,

> 'are using it as the basis of their provision albeit modified to suit their own needs..... But I think it would be fairly true to say that in some form or other they have recognised the need for educational philosophy to figure in the resources field and for the person who makes decisions on priorities to be orientated in that way and not orientated towards the library or non-book provision'.

In newly built schools in this English county it was the policy to include custom built resources centres.

The adviser for AVA explained,

> 'They are basically, as far as non-book resources are concerned, areas where one operator, one machine-minder, can oversee the kind of operations that one would expect to occur regularly in a school. So there are facilities for recording both radio and television in quite a number of our secondary schools, off-set litho facilities, photo-copying and so on'.

Such an accommodation policy presumed the appointment of a resources technician, someone who may have acquired some of the basic skills in setting up audio-visual equipment and operating duplicating machines. The adviser for AVA emphasized that the need for such persons to have sophisticated training as electronics engineers or mechanical engineers was unnecessary since the authority already employed such persons in the local centres.

The adviser for AVA stated that he did not have a formal network of contacts with secondary schools. However, he did have contacts of several kinds. Thus, teachers responsible for resources/AVA in one part of the authority met as a group with the adviser at least twice a year. Given the scattered location of the secondary schools in the county, arranging larger meetings was much more difficult. The key people in the rural schools were known to the adviser because they were regularly in communication with him since they sought advice and used the AV services. When communicating with schools the AVA adviser sent two copies of the letters, one addressed to the head and the other addressed to the teacher responsible for AVA. This gave the adviser 'two strings to his bow' and in this respect he was like a subject adviser.

> 'But the network is slightly different for the AVA/resources facility, because at one stage you may be dealing with something that concerns only the geographers and at other times it's a more general position and you seek through the help of your colleagues in specialised subjects to make the contacts you want to make'.

The adviser for AVA served on two subject advisory panels in the county - modern languages and religious education - and he had informal links with the science advisory panel and was constantly in touch with the humanities advisory panel.

Most in-service work was organized within the specialist subjects in this county and the adviser for AVA co-operated with other advisers in this. He did not organize regular general courses which cut across the whole school curriculum, though one-day courses on audio-visual topics such as film-making or CCTV would occasionally be mounted. The adviser emphasized that he had some 460 institutions for whom he had a certain amount of responsibility. This number was seen as a severe limitation when it came to innovative or developmental work since there was little time left after time had been allocated simply for maintaining the existing service.

With regard to educational television, this adviser saw the local education authority as having two roles: firstly, 'to inform and to offer the opportunity for people to share experience of the advantages and disadvantages of using that kind of material', and secondly, to adopt policies which make it possible for those schools who wish to use educational television programmes, to use them conveniently. He thought that the authority had a continuing and growing role to make teachers more aware of the opportunities that present themselves through the provisions of the television networks, especially through the ability to store television programmes for longer periods in order to use them in a 'proper educational way. To be able to tape material and put it on the shelf for, say, six months if necessary so that what they are doing is not guided by what just happens to be on the television, but what is on television is absorbed into what they are doing and what the child needs at that point in time'. Communicating these views to the schools was seen as part of the adviser's role, but, clearly, it was difficult to accomplish.

In the Welsh county, too, the problems of scattered schools posed problems for the persons employed by the authority to provide an AVA service. As in the English county, it was considered necessary in 1974, with local government reorganization, to rationalize some of the services provided in the new local education authority. With regard to educational television recordings there appeared to be differences in policy within the districts which constitute the new authority. Thus, in one district video-recordings were made principally for personal use by advisers in their advisory and in-service work and it was proposed to make available to school some of these recordings via the schools library service. In another district AVA centre video-recordings were made and a list of these was sent to local schools which could borrow them from a local teachers' centre. It was considered unlikely that secondary schools would want to borrow these recordings since, to use them, they would need a VCR: if they possessed a VCR they would make their own recordings. Primary schools, however, could borrow VCRs and recordings from a teachers' centre.

The officers responsible for AVA in this Welsh county were recruited from the administrative-technical side of the AV field. Their principal functions were advising teachers and others about equipment, its use and availability, and administering maintenance and repair services. There was a degree of specialism within the two AV centres visited. Thus in one the officer had established a CCTV studio in a nearby teachers' centre and here he had organized a number of teachers' in-service courses and sessions for children. At another there was mobile CCTV equipment and the centre was currently developing a specialism in reprographics. The officers served the advisers and, to that extent, they could be considered to be even more distant from the teachers and the schools than their counterparts in the other three local education authorities visited. The absence of formal subject panels and AV panels of teachers was a noticeable feature in this authority.

In-service courses, both residential and non-residential, were available to teachers within the authority but there were problems, mainly of a financial kind, in mounting them. Non-residential courses were organized in the local teachers' centres, which were generally run by part-time wardens, and usually located in a school. Some of these courses were concerned specifically with AVA, though, apart from CCTV, not with educational broadcasting. Video-recordings, made by the AV officers, were frequently used by advisers in these courses.

(iv) Advisers and supporting agencies.

Local education authorities differ in the provision they make for persons and institutions to support advisers and teachers. The wave of institutionalized curriculum development which emerged in approximately the mid-1960s saw the appointment of new specialists in some authorities and the establishment of new institutions. In reviewing the functions of the subject specialist advisers and AVA advisers in the four local education authorities we have already encountered some of these. They include curriculum development leaders, teachers' centres and advisory panels of teachers. Liaison between advisers and such agencies as museums and children's libraries is important in this context.

In the English city, the specialist subject adviser was closely associated with a curriculum development leader in his specialist field. Together, they worked with teachers through in-service courses, the provision of support facilities and the organization of meetings for teachers and heads of departments. They worked with groups of teachers and with individual schools, providing advice, initiating some curriculum development activities and supporting others. They worked very closely with the teachers' centres and liaised with the museum and library services.

They were points of contact between the local education authority and many national and regional voluntary and other bodies. The AVA adviser appeared to be a more isolated figure with regard to supporting agencies, relying on informal contacts with schools and close links with other advisers in the authority.

In the Scottish city the advisers lacked any intermediary services such as those provided by the CDL in the English city. The advisory panel, with its working parties, was an important supporting agency for the geography adviser. The AVA adviser was relatively distant from the teachers but his work as a modern languages adviser brought together the administrative-technical and the curriculum maintenance-development dimensions of the audio-visual, including educational television, aspects of his work. In the city's three teachers' centres were located technical support facilities for AVA, including television video-recording, and in these centres in-service courses were organized for teachers and technicians.

In the English county there was a less developed system of subject specialist advisers but advisory panels of teachers drawn from specialist subjects contributed to the formulation of curriculum policies. A network of teachers' centres, associated with AVA centres, had been built up and in these centres were technical support facilities, advisory services and in-service course facilities. An attempt had been made to develop a policy of co-ordinating the functions of the various centres and a linchpin of this policy was the assembly and distribution of regional catalogues of non-book and book resources.

In the Welsh county there were neither CDLs nor advisory panels of teachers. There were several local teachers' centres though most of these were operated as part-time facilities on school sites with part-time wardens employed also as teachers or headteachers. As in the English county, these centres were developing specialized functions within the AVA field. The two English and Welsh counties shared the problems of co-ordinating the advisory and other central services established in the pre-1974 counties. In both authorities the support services must be seen as transitional in character and developing a unified service appears to have been severely hampered by the financial pressures which have dogged the new authorities from the outset. In the Scottish city, too, regionalization of educational facilities was a topic of controversy and discussion. References were made during the

interviews to regional discussions about such items as the purchase of colour monitors for educational television, though this city still appeared to be relatively autonomous in its advisory services and teachers' centre provision.

(v) The flow of communication.

In describing the links between the advisers and the schools we have indicated both the decisions made by advisers and the ways in which these were communicated to schools.

The advisers who were interviewed in the four local education authorities appeared to be largely engaged in making 'consult decisions'. (See Appendix A for the definition of this term by Loubser et al, 1971.) This is most evident in the role of advisory panels of teachers and in the reports of ad hoc working parties. These groups, set up usually on the initiative of an adviser, are composed of persons with special expertise. They prepare advisory documents which contain recommendations for action by persons, groups or institutions which are either subordinate or superordinate to the working party or panel. Thus the advisory document on resources in the English county, already discussed, was directed principally at the Chief Education Officer while the documents emanating from the Scottish city's AVA adviser were directed at headteachers. The ultimate responsibility for deciding on a course of action was left to persons and groups other than the advisers.

The advisers for AVA were constrained in their decision-making by 'tell decisions' (See Appendix A), made by superordinate bodies, e.g. resources sub-committees and committees of senior officers, which were principally determined by financial considerations. The AVA adviser was told, in the educational television field, what kinds of equipment he could purchase, e.g. black and white or colour monitors, and how much money was available for such equipment. Within the financial limits the AVA adviser was able to decide precisely what equipment to purchase or rent and to whom it should be allocated. Once the equipment was in the schools he was unable to monitor or promote its use. Although he had the expertise to advise on the most effective use to be made of educational television equipment it was possible for schools to ignore the adviser, reject his advice or misuse the equipment. Although the AVA adviser could distribute reports, circulars and letters to schools he could not check on what happened to such documents once they reached the schools. It is not surprising to find some advisers emphasising the need to have persons other than headteachers, nominated in the schools as persons responsible

for AVA/resources who would be their direct contacts with the schools.

For the subject specialist advisers the heads of subject departments were obviously their contacts in the secondary schools. For the intra-school specialists the advisers provided three vitally important services to enable them to make their own decisions. These three services were search, analysis and evaluation services (Downs 1967). For teachers many sources of relevant information are remote. In the words of Downs they are 'relatively inaccessible in terms of space, technically specialized knowledge, cultural unfamiliarity, secrecy or extreme fragmentalization in diverse locations'. The adviser acts as a filter for this information and if he has the services of a CDL then he is likely to have greater access to more and more information which can be analyzed and evaluated before being transmitted to the schools. Such information may be obtained after a request from a head of department or it may be supplied on the initiative of the adviser or the CDL. Since these officials are generally working within conventional subject boundaries, they do not have the same problems as the AVA adviser who is responsible to all teachers in a particular authority.

Information about educational television would appear to be of importance to both kinds of advisers. However, as the model (Fig.1.1.) suggests and the interview data confirms the AVA advisers are rooted in the administrative-technical side of resources planning and their principal concern appears to be with providing the facilities for viewing television in schools. Only one of the four local education authorities visited employed a specialist geography adviser and so television information of interest to geography teachers may not reach the appropriate adviser. Thus in the English city such information went to the CDL. In the Welsh authority the bridge between the audio-visual and geography sides had been made by placing responsibility for co-ordinating the work of the audio-visual organizers in the hands of the secondary adviser. In this local education authority the heads of geography departments have access to the administrative-technical sector and the curriculum maintenance-development sectors of resources planning and allocation through the adviser who is also responsible for humanities including geography.

CHAPTER 3

Heads and Senior Management

In the model outlined in Fig.1.1. the rectangle containing 'Head and Senior Management' occupies a central position, suggesting that it not only serves as a bridge between the rest of the school and the local education authority advisers but it also spans the divide between administrative-technical dimension and the curriculum maintenance-development dimension of resources planning. (See Fig. 1.2.)

The senior management group in a secondary school in England and Wales contains the head and his or her deputies and in Scotland it contains the head, the deputy head and assistant head teachers (AHTs). Depending on the organizational pattern developed in particular schools there may be others within the group, e.g. senior teachers, heads of house and heads of year. The number of pupils on a school's role determines the numbers of senior staff. Within the schools there is considerable variety to be found in the titles given to promoted posts and in the functions and responsibilities allocated to individuals in these positions. Examples of the titles held by staff in secondary schools have been listed by Lyons (1974) in his study of the administrative tasks of heads and senior teachers. The titles, at the level of senior management, are probably less important than the staffing structures which schools have developed. 'All structures convey a message. Staffing structures in schools are no exception and the particular message which they convey is concerned with hierarchy. This message is a public one. It reveals a great deal about what a school views as important.....' (H.M.Inspectorate 1977).

For the twenty schools visited in this study diagrams showing staffing structures have been drawn. (Appendix D). These are based on information given by persons interviewed in the schools. From the diagrams the relationship between size of school, and whether or not the school is co-educational, and the number of deputy heads or AHTs is obvious. If a school is on a split site then this has implications for the duties ascribed to a deputy head i.e. in a split site a deputy head is likely to be made responsible for a building. The principal duties for which a deputy head or AHT is responsible vary from school to school. In some schools the main emphasis is upon responsibility for

year groups, or combinations of year groups, in others the pastoral-curricular divide is emphasised. In others, administrative tasks dominate. In all cases the senior staff are likely to hold multi-status positions and this is hidden by the way in which the structural diagrams have been drawn. Thus a deputy head with responsibility for curriculum and resources may also be an assistant geography teacher, an assistant head of house and the sixth form tutor. As we shall record later, this multi-status character of senior positions has implications for the administrative-technical and curriculum-maintenance development dimensions of resources planning and allocation.

(i) Management structures and policy making

Prior to comprehensive school reoganization secondary schools were generally divided into selective and non-selective schools. They were relatively small in size and in administrative and organizational terms they focused on the headteacher. The head, assisted by a deputy or senior master or senior mistress, made policies for the school which were communicated via noticeboards and infrequent full staff meetings or meetings of heads of departments to the teachers. The link between heads and heads of departments was direct and personal. In recent decades not only have many schools been amalgamated to form comprehensive schools they have also grown in size. This enlargement has been paralleled by the intrusion of a layer of senior appointments between the head and the heads of departments and the development of a dual structure - curriculum/pastoral - with heads of subject departments alongside heads of years or heads of houses. In Scotland the pastoral function is encompassed in the word 'guidance', a term of relatively recent origin.

Although the structural diagrams (Appendix D) show heads of departments as a single homogeneous group it is important to notice that within the heads of departments there is a ranking. This has been acknowledged not only in the ways in which scale posts are deployed in English and Welsh schools but also in those schools which have introduced a faculty structure in which a few teachers are appointed to heads of faculty posts and they may have administrative and curricular responsibility for several subject departments. It should be noticed that in Scotland heads of departments are referred to as principal teachers who have immediately below them in the hierarchy assistant principal teachers. There is no equivalent position - assistant head of department - officially recognised in the secondary schools of England and Wales.

The faculty structure has been introduced into schools for various reasons. Superficially it might appear simply as an administrative device designed to simplify the transmission of information from heads to teachers. It might also be a means of consuming promoted posts. Of the twenty schools visited three had faculty structures and one of these was in the process of dismantling it. In this latter case it was explained by the deputy head in these terms :

> 'I think the faculty system was originally designed to get in new blood when the two schools amalgamated. It was a way of creating jobs, because the people who were doing the jobs as heads of departments then on the two sites were not seen as being necessarily the best people to carry forward the school. It resulted in three or four people being brought in. And I think that the system has now outlived its usefulness'.

In the three schools the heads of faculty attended meetings of the senior management group to discuss curriculum policies which were then communicated by them to faculty members. In all five of the Scottish city secondary schools there were boards of studies and in the fifteen visited schools of the other three authorities six had curriculum committees or academic boards. The membership of these committees was sometimes confined to heads and deputies (the senior management group), in some instances it included heads of faculties, and in one case it included heads of three key departments - English, mathematics and science. In the Scottish city the boards of studies in the five schools were composed of the heads, deputies and AHTs and excluded heads of subject departments.

In those schools which had curriculum committees there were usually parallel pastoral committees composed of heads of year groups or heads of houses plus the senior management group. One head referred to the two groups as his 'shepherds' and 'wise men'. For the majority of schools in the non-Scottish authorities the heads of departments meeting was the most common forum for the discussion of curriculum policies. At this level these policies included timetable design, assessment and examination procedures, and grouping of pupils.

The study schools varied in the numbers of meetings which senior staff members had to attend. On the one hand, some schools had an elaborate and well-documented diary of meetings planned for the whole year, and, on the other, the head called together heads of departments once or twice a year to consider such issues as finalizing lists of candidates for external examinations or determining the timetable for internal examinations.

In one school a head of department described the frequency of meetings in a school which had recently appointed a new head:

> 'We have full staff meetings and heads of departments meetings. The heads of departments meetings are once every half term. We have a system that if the agenda is too long and we continue to 5.00 we continue the next week. But in the previous eight years I think we had three meetings altogether, and they were at the request of the heads of departments.'

This situation is in marked contrast to the school in which the head described the programme of meetings like this :

> 'The structure works out so that the first meeting of every term is a staff meeting. That's a general outflow on my part : directions for the term ahead, or subtle changes that have taken place. There's also a staff circular that goes out every month.
>
> Second Wednesday of term - we use every Wednesday - would be a year meeting, horizontally structured. We would decide on various policies, mainly about children in the school in their pastoral background.
>
> Thirdly, we have on the third Wednesday in each month the heads of departments meeting, that is the curriculum committee, although we have set up working parties from within to look at various aspects of the curriculum.
>
> The following week they take it to their departments. They act more like faculties then, e.g. the one man department like economics links up with history and geography and they unite in a kind of faculty. They change their chairmen. I go the rounds from one to another. They are all formal. Minutes are kept for all these meetings. Some are informal; some are typed but I don't require this.

> The fifth meeting is the year tutors with the form tutors.
>
> That's a five meeting cycle. There are other meetings. We meet as heads of departments more regularly when it comes to examination time - policy for examinations, standardization of marking, changes of policy, e.g. mixed ability and banding and the effects these have had on the school'.

These two descriptions illustrate two different levels of bureaucratization in secondary schools. Not only do they highlight the centrality of the head at the apex of the two structures - the first one flat, and the other tall - but they also serve to underline the importance of the head of department in curriculum decision-making and the complete absence of a point where the teacher responsible for AVA, per se, can enter the structure. We shall return to these issues later.

Members of the senior management groups were asked in the interviews if learning resources, especially educational television resources, had ever appeared on the agenda of meetings of curriculum committees and in not one school had this occurred.

Nevertheless decisions relating to educational television were made at the senior management level. These decisions were made by the head, usually acting on his or her own initiative, and they were sometimes crucially important for curriculum decisions made elsewhere in the school.

An anecdote related by a deputy head about a head who had retired a few months prior to the interview illustrates the key role played by the head in a school which had three deputy heads and a faculty structure. The deputy head had been responsible for drawing up the timetable and he had received a request from a head of department for certain classes and teachers to be timetabled to enable them to follow a television series off-air. The request had been made early in the year preceding the transmission of the series. After considerable effort the deputy head had been able to make the necessary timetable arrangements : rooms, staff and pupils had to be matched. At the end of the summer term the head returned all the school's television equipment to the local education authority because he claimed it was not being used. The decision was made and executed without any discussion taking place with the deputy heads, the heads of departments or the teacher responsible for AVA. At the time of the interview the

recently appointed head was negotiating with the local education authority for the return of the equipment. Nothing could be done for that term to assist the head of department who had planned to use a television series as a central part of a course.

Interviews with the heads and/or deputy heads indicated that despite the establishment of simple or elaborate structures for school management heads were still able to act independently and with regard to the administrative-technical dimension of resources planning, and especially with regard to educational television, this was generally the norm. While it proved difficult to define sharply an educational television policy, or even a teaching and learning resources policy, in most of the schools, during the course of the interviews a number of issues came to the forefront which were usually enmeshed with other policy-making sectors of school life.

(ii) Heads and policy-making for educational television.

There were five issues concerned with educational television which directly involved the heads of secondary schools in the study: the acquisition of television equipment; accommodation and storage; administration; technical support; and use. By considering these issues separately we can distinguish variations from school to school and also comprehend the links between educational television, resources planning and other policy-making sectors.

(a) The acquisition of television equipment.

There are two facets of this issue: firstly, the needs of teachers for television equipment must be defined, and, secondly, negotiations with persons and agencies who can provide television equipment must be conducted.

Annually, heads review the larger items of equipment held in their schools. A distinction is drawn between equipment held by departments and pooled equipment. Educational television equipment is generally in the latter category. The annual review is important for determining those items which should be requisitioned from the local education authority and those items which should be purchased using funds made available to the school by other agencies. In this latter category are included funds raised by school money-raising activities, funds derived from endowments and similar arrangements associated with the foundation of schools, and funds made available by parent-teacher associations.

The way the annual review is conducted varies from school to school. In two schools heads stated that a form had been circulated to all the teachers who had been invited to rank particular items of equipment in terms of priority for possible purchase. In some others, decisions had been made by the head in consultation with a teacher responsible for AVA, and in others an annual meeting was held at which interested teachers could discuss priorities. Most commonly, in the four authorities, heads reached their decisions in consultation with deputy heads, usually in an informal way.

Seven of the interviewed heads had been recently appointed, that is, within the two years preceding the interviews. In one authority three of the heads referred to their 'honeymoon period' with regard to the local education authority, which was the early months of their new appointments when the authority sought to make available items of equipment which they might otherwise have had difficulty in obtaining. Key items in this were reprographic equipment - photo-copiers and off-set litho duplicators - and television equipment, especially colour monitors and VCRs.

In negotiating with the outside agencies, as well as in negotiations with the local education authority, the head plays a central role. As Musgrove (1971) asserted,

> 'Headmasters are filters of the external world.... A headmaster's control over all external communications is a good indicator of the remarkable power position that he still enjoys'.

Heads play a key role in the acquisition of educational television equipment not only because it is considered by heads themselves, teachers and the external agencies to be his role but also because it involves money, something for which heads feel particularly responsible.

The purchase of monitors and VCRs is the hardware part and the software must also be considered. This includes video cassettes or tapes and the information supplied by television producing companies.

Annually the head of a secondary school receives from the local education authority a statement of the size of the capitation allowance available for the school. This capitation allowance, which is principally for textbooks and class materials, is then distributed to departments within the school. In the 'Handbook for Heads' prepared by one of the local education authorities

in the study one finds the following:

> 'The following heads of expenditure for primary and secondary schools are included in the Education Committee's annual Revenue Estimates approved by the City Council:-
>
> Educational Equipment
> Electrical Teaching Aids
> Text Books and Class Materials
> Library Books
>
> The capitation allowances for schools are charged against the Text Books and Class Materials heading and are intended to cover books (but not library books), stationery and the usual run of classroom, workshop and laboratory materials and small items of equipment. Larger equipment (e.g. typewriters, duplicators, tape recorders, filing cabinets) are charged against either the Educational Equipment estimate or the Electrical Teaching Aids estimate. These, like library books, should be requisitioned separately and not against capitation allowances'.

Each head decides on the way in which capitation allowances will be distributed within the school. The head decides the allocation of allowances to each department and when and how they will be allocated. The two styles of allocation are illustrated by these statements made by heads during interviews:

> 'I do the allocation on a man to man basis. It's published in fact. There's nothing secret about this. I give a list. There's no argument that each department will get equality with others. There's no point, I think, in having any diffusion of heads where money is concerned. Money is something we all want to talk about man to man. I look after the <u>per capita</u>'.

Similarly, in a school with an elaborate academic and pastoral committee structure, a deputy head said:

> 'I think that although the administration of the academic areas of the school is organized on a faculty basis, the allocation policy of the school is per department and it's not bureaucratic or oligarchical, it's dictatorial. The head says what each department is going to get'.

In this style the head divides up the allowance received from the local education authority and allocates it to the subject departments, and then the head of department requisitions the textbooks and classroom materials necessary for the department. An alternative style was described by another head:

> 'What I've introduced is that our requisition is required before we know what the capitation is. So I send a note out in January to each head of department saying, we want to know what capitation you want for your department for the next year and divide it into three categories: absolutely essential to maintain what is going on; what is necessary to develop new work; and what you would like but think of as a luxury. And then it's up to heads of departments to submit what they would like. For new things they would outline a case or come and discuss it with me. But it's up to them to say what they would like. And, in fact, last year I was able to give every head of department, within the limits set by the local education authority for each category, what they asked for'.

Here the head decides, usually in consultation with heads of departments, how financial requests can be adjusted to match the total allowance. Deciding how much a department should have is generally an arbitrary decision in which precedents from previous years, the relative growth of departments, changes in external examination requirements and changes in teaching techniques are all taken into account. A deputy head described an attempt he made to introduce objective criteria into the allocation process:

> 'In the past the head sent out a <u>pro forma</u> to the heads of departments asking for their priorities, what they must have and what they would like, and this came back. What I did last year was to do a survey of the number of teacher-periods each department has had. Surprisingly it was very close to what the head had done over the years with the distribution of money. I saw certain anomalies which I discussed with the head. I published for everybody a list of how the money was distributed to departments. To some departments I gave more, so that where there were anomalies, you obviously couldn't adjust them

> in one fell swoop. I did adjust slightly on certain cases hoping to redress some inequities over a period of time. I did a survey of their demand and allocation from 1973, plus the supplementary allowance in October, because we don't allocate all the money at once'.

In the twenty visited schools fourteen heads divided the allowance and then allocated amounts to heads of departments. In the other six, heads of departments were asked to state their requirements and the head considered these in making the allocation. In four schools the allocation, though finally approved by the head, was discussed by a committee or sub-committee of heads of departments or faculties.

While television hardware is not purchased from the allowances made for textbooks and class materials video cassettes and television publications are. Because of the relative novelty of VCRs in schools the video cassettes, as expensive items, tend to figure in the non-essential categories. For schools which have the hardware the availability of the software is crucial if the hardware is to be utilized fully. The head, through his or her policy for allocating capitation allowances, is in a position to promote or discourage the use of educational television programmes by increasing or decreasing the stock of video cassettes and the numbers of teachers' and pupils' booklets associated with television series.

The head is also in a central position when it comes to negotiating for extra funds from the local education authority, should these be available. As one head asserted:

> 'One thing I will hold on to is the dispensation of the capitation because over the whole curriculum is the head, obviously, and, as far as developments are concerned, you have to keep certain finances aside either to top up courses or to replace old equipment. And obviously I am the liaison with advisers so I need to know when I want to make claims on advisers' 'back pockets' for funding.....I won't let heads of departments go direct to advisers. Theirs is a private relationship. Obviously with regard to where the curriculum is concerned, if we are asking for resources, the head gets the stick'.

While the heads negotiated with advisers for television monitors and VCRs, in those authorities which provided them, they did not, in any of the schools visited, make any special requests for video cassettes or supplementary television publications.

(b) Accommodation and storage

In those schools which have acquired television monitors and VCRs decisions must be made about the storage of the equipment and the accommodation for viewing and recording. The location of aerials and suitable rooms must be taken into account. Those schools which are divided on two or more sites and those which have several storeys present particularly difficult problems.

The importance of security was stressed in several schools principally because VCRs and colour monitors were highly expensive items which had considerable value in private homes and they were frequently stolen from schools. An AHT in a Scottish city school described the situation in this way :

> 'We had to make a decision as to whether the equipment was to be centrally stored and issued, or whether it was to be dispersed. Now, we have a strongroom, but typical with other strongrooms it's not particularly strong. And it's nowhere near the classrooms; from anywhere it's a long haul. So we had this problem. If we were going to centralize everyone would have to bring their equipment back at the end of the day to be put into the strongroom and we would have to record it. It would take an enormous amount of teacher time. It would mean that auxiliaries or technicians would have to be there in the mornings to give them out and in the evenings to take them in. And we have a lot of equipment. What would happen is, teachers would say 'I can't be bothered to collect that'. So you're faced with this. In addition, if they hit us..... there's two kinds of criminal: the opportunists who come in looking for what they can get, and we also have hitting the schools on occasion professional criminals. Schools in this area are known to be soft targets now and so people are turning attention to them - refrigerators, cookers, washing machines, AV equipment. So I had to make a decision. Right, hide it away and hope they won't find that place, or disperse it and know the chances are that a break-in will find something. So we made a decision that we would have a dispersed system, partly because if you get hit you might lose some of it but not all of it'.

Another head in a city secondary school emphasised this concern with security and the implications it had for television equipment :

> 'I wouldn't be happy with centralizing things, because at one stage we had centralized a lot of audio-visual equipment in the modern languages department and in the space of a month we had two VCRs stolen. There are no lock-up facilities, no strongroom, no safe: we just have to rely on normal doors and locks. We have had a burglar alarm system installed since, which has been a bit helpful. We had a break-in recently, and, because of our recent experience, the caretaker and I had decided to hide the VCR somewhere else and all they took was the small portable TV set which goes along with it. They took that but not the VCR. So this is the problem of centralizing resources - a great target for the burglars. I prefer dispersal rather than a centralized area.'

For heads concerned with the security of equipment the expression 'resources centre' was equated with 'strongroom'. This definition is a considerable distance away from the concept of the resources centre as 'an agency that would generate and support educational thinking and curriculum development within the school and so enable teachers to develop their professional skills more fully'. (Holder and Hewton 1973) The activities associated with security and storage are conceptually remote from Witkin's (1975) assertion that 'the activity of a resource centre encompasses a number of phases in the development of the utilization of a given resource. From an initial phase in which the resource is a potential facility to a phase of what might be termed 'optimal utilization'. '

In the course of the visits to the twenty schools the term 'resources centre' was found to have many different meanings. In contrast to the strongroom concept was the learning centre concept. In a newly built open plan secondary school a humanities suite had been designed to give teachers and pupils access to a wide variety of learning resources - reprographic, literary and audio-visual. Pupils could also study in a library which contained visual, audio and literary resources. Teachers had their own faculty resources bases. Hardware was stored at the end of each day in a strongroom. This school also had a viewing theatre to which classes could be taken to see films and television programmes.

In another school the term 'resources centre' was given to rooms which were also referred to as 'faculty bases'. These were rooms

to which staff alone had access and in them were stored the learning resources used by teachers belonging to a particular faculty. These were essentially central store rooms, providing accommodation in a secure area of the school.

Another school had a 'resources suite' which contained several adjoining rooms and included a library, reprographics room, an equipment storage room and office accommodation for the director of resources, a deputy head and a technician. The director of resources described the centre:

> 'Our centre does not contain all the hardware or all the software, but what it does contain is a central index of all that material, so that any teacher can come along, look for a topic, and find out all the resources on that topic we have in the school. By using a coloured card index they would find out what department it was in. Some schools centralize everything. We were frightened (a) if we did that some teachers would be discouraged from using the material because it would involve them in planning a fortnight ahead, booking and collecting the resources, and (b) in this school we've got an awful lot of material - the science department's resources would fill the space we have available and the geography department similarly has enormous resources'.

This resources suite had been built into the space originally designed as a library. In another school visited the architect had designed a resources centre which had space allocated for book and non-book materials. In this school separate buildings housed the faculties and they had their own staff resources centres. Here the central resources centre had become a conventional school library. The staff resources centres were little more than storage rooms.

The arrangements described in these schools are in marked contrast to those in the school where the teacher responsible for AVA commented:

> 'I have a storage cupboard like an office. It was originally a broom cupboard but I put a notice 'AV room' on the door and now I use it'.

It could be argued that every classroom is a resources centre, since it is in the classrooms that pupils spend most, if not all, of their lesson time in school, and it is to these rooms that teachers bring, or have access to, learning resources.

It is difficult to think of laboratories, technical workshops, gymnasia, commercial subjects rooms, and so on, as being anything other than resources centres. However, television monitors and VCRs are used for many subjects, and because of the shortage of this equipment special provision must be made. While the strongroom is the answer to the storage problem, the viewing problem must also be resolved.

Recording was restricted in most of the schools visited to a single room which had access to a roof aerial. In this recording room the video cassettes were usually stored. For viewing, there was a choice between taking the monitor and VCR to the pupils and bringing the pupils to a viewing room. Schools were divided in this. Because of the problems involved in moving bulky equipment between buildings and rooms most heads favoured the viewing room, though, as we shall record, this choice was not preferred by some heads of departments.

The decisions concerning the storage and accommodation of television equipment were made by the head sometimes acting alone, sometimes after consultation with senior staff or heads of departments or an AV committee or the teacher responsible for AVA. He may also have sought advice from the adviser responsible for AVA in the local education authority.

(c) Administration

Having decided on the accommodation for storing and using television equipment the head must design or approve the administrative arrangements to be made to facilitate the viewing of programmes. These administrative arrangements include keeping a record of all the hardware in the school including the serial numbers, the maintenance and repair details and its location; the provision of a booking system; the provision of in-school instruction for staff in the use of equipment; the securing of up-to-date information on replacement equipment; and the solution of any problems which arise in the day-to-day use of the equipment.

Differences were found between schools in the part played by heads in this administration. Some of the arrangements were delegated to deputy heads, AHTs or other members of staff; in some cases they were delegated to a committee. The decision to delegate was made by the head and the person, persons or group was/were chosen by the head. In all of the twenty schools visited in this study a member of staff had been given responsibility for resources and/or AVA and, as we shall record in Chapter 4, there were considerable variations in the job definitions which these persons had. At this point it is relevant to notice that the administrative arrangements made

for AVA and learning resources, and within that for educational television equipment, were related to staffing policies on the one hand and the personalities of the teachers selected to be responsible for resources and/or AVA on the other.

The administrative arrangements reflected the heads' concern for security, the maintenance of the equipment in good order and for resolving competing claims between teachers. Thus one head who had negotiated the acquisition of two colour monitors and two VCRs described how he had communicated the information to the staff in a discussion paper, which he had written, headed 'Reprographics and Audio Visual Aids Organization'. This began with a description of a new system of accounting which it was hoped would enable departments to budget more accurately and this was followed by a statement of the arrangements to be made for television viewing and recording:

> 'Video Cassette Recorder and Colour T.V.
>
> Two colour T.V. sets and two Phillips 1502 VCRs are expected before very long. It is hoped that they will arrive well before the end of term. For the remaining part of the term, staff who intend to use them frequently will be given adequate training in the operation of the machines, principally for playback. A driving test must be passed before any member of staff can use the equipment. If anyone does not use the machines for some time then he/she may have to have a refresher course and retake the test.
>
> In Lower School the equipment will be installed in the AVA room and in the Upper School a secure classroom will be used. This classroom will be timetabled for classes which can be moved without too much disturbance. A common booking system will be used with the addition that, at Upper School, the classroom left vacant by a member of staff who booked the room must be written into the booking system. This will ensure that the member of staff leaving the TV room can be told which room to use'.

This head had personally thought through all the new administrative problems which he anticipated would emerge with the introduction of television equipment. In this extract from his lengthy document we can see these problems. In the order in which he wrote them they are :

- the arrangements for the training of teachers;
- the recording of successful training;
- the provision for re-training;
- accommodation for viewing;
- accommodation for recording;
- security of the equipment;
- timetabling of classes;
- booking arrangements.

The administrative arrangements for the storage, viewing and recording of educational television can be presented relatively simply and tidily as this extract shows. However they become complicated and untidy when they must be a part of the arrangements made for reprographics and other learning resources. We shall return to this when we look more closely at the role of the teacher responsible for AVA.

For the moment we can illustrate the complication with reference to a school in which the VCR and monitor were kept in a small store room which also contained an off-set litho duplicating machine and other items of AVA equipment. This store room was manned by an auxiliary who was responsible to the office registrar for duplicating and to the teacher responsible for AVA for video-recording programmes and checking AV equipment in and out. The head commented that he saw this store room as a reprographics centre and he stated that he was central to this since he depended on it for the flow of his circulars, letters to parents and other documents. He also emphasized that heads of departments saw it as a resources centre, providing services to help them in their teaching. The organization in this school highlights the problem of locating television equipment, as hardware, within the curricular or administrative sides of the school. Accommodation, technical support, administrative requirements must all be taken into account and, with limitations imposed on space and teaching and ancillary staff, compromises are inevitable. One might expect that compromise arrangements might produce conflicts between competing users, but in none of the schools was conflict encountered. Competition for the use of limited television equipment was not mentioned in any of the schools visited. The reasons for this begin to emerge when we discuss the role of the head of department in Chapter 5.

(d) Technical support

Already reference has been made to the appointment of teachers responsible for AVA and technicians who facilitate the viewing and recording of educational television programmes. Later we

shall examine their roles in more detail but for the moment we need to emphasize that the allocation of duties and responsibilities to them is a matter for the head to decide. Although he may prefer to delegate this to another member of staff ultimately the head remains responsible.

Each local education authority has its own policy concerning the provision of non-teaching assistants to schools. Once a non-teaching assistant has been allocated to a school the head is responsible for the precise range of jobs which that person will do. Of the twenty schools visited, fourteen referred to a resources technician on their staff. Sometimes the reference was to a library ancillary, sometimes to a reprographics assistant and sometimes to an AV technician. Of these fourteen technicians only five had AVA and resources as their principal occupation and four of these were employed full-time. Commonly the AV technician, who was responsible for the day-to-day administration of television equipment was either a modern languages laboratory technician or a science laboratory technician.

The head chooses the person to whom a technician is responsible. He or she may be responsible to a teacher responsible for AVA, a deputy head, an AHT, one or more heads of departments, a librarian, or the head of a school office. This choice has implications for the accommodation considered most appropriate for the technician, for the storage and availability of AVA and for the priority given by the technician to AVA.

(e) Use of television equipment.

There are three aspects of the use of television equipment as viewed from the head's perspective. Firstly, heads commented on the place of television in the provision of resources in their schools; secondly, they spoke about their knowledge of the series and associated publications produced by the television companies; thirdly, they described their own personal use of television programmes in lessons which they taught.

While the heads who were interviewed were generally favourably disposed - and in some cases very enthusiastic - towards educational television there was a gulf between the head's awareness of the potential of this medium and the actual use of the school's television equipment by the teachers. An enthusiastic head said:

'I have installed video equipment on both sites. Now, in one sense that's nothing, in another sense it's a lot because I saw it as a linch-pin of resource development. Until I had television as a resource it was impossible. You can imagine that the timetable made off-air television viewing impossible. In the past people tried to persuade the authority to supply video equipment. The school can also call on some other financial resources. There had been a reluctance to pay out because certain people thought it was the authority's business to pay out. So all I did was to persuade each party to contribute one each. So what I've done is, I've got two sets of identical video equipment - colour set and VCR - each installed in a room on each site and I've brought together a programme of use to enable it to be used as a resource. Until this we had books, a certain amount of publications from outside, reprographics and the resources of the teacher. Television makes things possible and that's all I've done. Without it there's no point in having a policy. With it we can move towards something which I think is important, which is resource based learning.....As a resource for learning television has infinite possibilities. It means that by setting the timing we can record programmes at any time of day or night. Provided we have a proper system of library storage of the tapes, then we have vastly expanded our resources for learning. Reprographics on its own doesn't : it only facilitates what you have already - a VCR gives you something you haven't had before'.

For this head the acquisition of television video-recording equipment was seen as the precursor for curriculum innovation, in this case resource based learning. Similarly another head had spoken about the centrality of television in the provision of educational resources which he linked to a reprographics unit:

'I decided that an important activity was the reprographics centre as part of an intention in curriculum development. Tied up with it was the fact that I wanted to develop, to bring in Mode III C.S.E. courses. One corollary of Mode III C.S.E. - obviously school-based and school-designed courses - is that you cannot get textbooks for them. It tends to be projects, continuous assessment and worksheets and so the curriculum meant that the reprographics centre was necessary. But what comes first?'

The question posed at the end of this extract is about means and ends. For one head resource-based learning was a goal and for the other the goal was school-designed examination courses. These were the means of achieving improved learning situations for the pupils. For both of these heads television programmes and reprographics were seen to facilitate the attainment of these goals. Deciding the point at which to inject these resources into the school's curriculum structure was a decision of considerable importance. Resource-based learning and school-designed courses were spoken about as goals for whole schools, but the translation of these goals into plans for departments and teachers was much more difficult to conceptualize. This is partly explained by the boundaries between heads and their deputies and between heads and heads of departments. While a head may decide on a particular goal or a set of goals for a school and although he may gain support for it or them from his subordinates he is limited in the strategies he can employ to persuade heads of departments to change their existing curricular arrangements. Heads spoke of some of them during the interviews, and it should be emphasized that each of the ones described here was mentioned in a different school, thus indicating the idiosyncracies of individual heads.

In one school the head described how he placed considerable value on sending his heads of departments to visit schools in which he knew interesting work was going on. Thus he would 'advise' a head of department that he ought to spend a day at another school where he could find out how another head of department tackled a particular problem. If, as a result of the visit, the head of department wished to introduce changes the head would try to facilitate them.

In another school, the head allocated allowances to particular departments far in excess of what they had requested, and then explained this personally to the head of department in terms of introducing specified changes.

In another school, the head referred to inviting to the school specialist advisers from the local education authority to speak to particular heads of departments about changes which the head considered to be desirable.

In another school a head spoke about the formation of committees and sub-committees which he set up as a means of keeping junior members of staff from various departments in contact with each other. Specifically he referred to an AVA committee which was composed of representatives from all the departments. The formal role of this committee was to liaise between departments and the teacher responsible for AVA. The head attributed an informal role to this committee. He pointed to the junior positions in the school hierarchy held by most of the committee's members and implied that because they were young and enthusiastic they would take to the departments new ideas from the committee and thus influence their colleagues and, hopefully, their heads of departments. He hoped that this would bring about changes in both the short-term and the long-term in the place of AV resources in the work of departments.

In another school heads of departments were given written job descriptions by the head and here were listed the functions which the head of department was expected to perform. Such a list was used by the head when he spoke personally and formally to each head of department at the beginning of the new school year. In this meeting the head would review the department's work with particular reference to the performance of candidates in external examinations taken in the preceding summer term. The head of department would talk about his plans for the current year and for the future of the department. This annual review was a feature of all the schools which were visited. In these interviews the head could make suggestions regarding the use of particular resources, such as educational television, and heads of departments could specify their requirements for new equipment and relate any problems which they were encountering with regard to learning resources.

In another school, the head contacted a local college of education and proposed the setting up of an in-service course directed at heads of departments and organized in a school. When the course was set up the head then 'encouraged' his heads of departments to attend the course.

These are some of the strategies employed by some of the heads in the schools visited. They underline the personal links between the heads and the heads of departments irrespective of the hierarchical staffing structures which heads may have constructed in their schools. It is in employing these strategies that the head cuts through the boundary between

the administrative side and the curriculum side of the school. Not only do they enable him to be kept informed about the work of the departments, they also provide him with the means of influencing the work of departments and initiating and supporting changes which he and/or the head of department consider desirable.

With regard to educational television the advice proferred by heads to heads of departments will be dependent on the knowledge they have both of the potential television has for contributing to the education of pupils and of the current provision of programmes by the producing companies. In the study schools, as we have already noted, one head returned the television equipment to the local authority. In another school the head had made no attempt to acquire equipment even though the authority was prepared to provide it. In the other eighteen schools heads had played important roles in acquiring television equipment for their schools. However, once the equipment was installed and the accommodation, administration and technical support had been organized, the heads appeared to lack information about the programmes being transmitted to schools. When asked about this heads were aware that information was received in the schools from the broadcasting companies. The timetables and other literature generally by-passed the heads and were sent to the teacher responsible for AVA. Typical of the response of the majority of heads interviewed was this extract:

> 'I certainly feel television is a powerful medium. Certainly it is more immediate than films. Yes, I see it as crucial in most subjects. The literature on television goes straight to the resources centre. But, incidentally, I would try to keep abreast of developments not through the BBC handouts but through the 'Times Ed.' in a more selective way and through the booklets of the Headmasters' Association. Thus, without seeing the blurb in the staffroom, I would know whether or not there was, for example, a new careers series'.

Although heads may not be well-informed about series being transmitted nevertheless they did comment on the amount of television being viewed in their schools. Thus one head said :

'I have not been conscious in the two years that I have been here of television being used. The television set is in a bookable theatre. Constraints on the timetable are so great that it cannot be considered'.

In similar vein another head said:

'I don't think much use of the television equipment is made because, fairly obviously, we have to keep that in the strongroom, because of the cost of it and the difficulty of humping it up and down floors and into other buildings, and arranging a room'.

By contrast, one head commented:

'As far as television is concerned we make intensive use. We have half a dozen portable monitors that can be taken by individual teachers to their classes. We are very well-equipped - two VCRs - reflecting our commitment. The VCR is in action on an average week for twenty-five hours. If it was used any more the AV technician would do nothing else. This is saturation use'.

Similarly another head said:

'The authority gave us four VCRs and eight television sets, one for each block. There's a terrific demand for them and we haven't got enough. There's an embargo at the moment on buying them with school funds because they haven't decided on the system they're going on to. As soon as that's decided I'm going to get one because the new ones don't break down so often and the cassettes are cheaper'.

These two enthusiastic heads are aware of the use being made of television equipment because of the demand from teachers for more monitors or VCRs. It is the pressure on the equipment reflected in the amount of time required from the technician and the breakdown and repair problems of the equipment which has brought television to the heads' attention.

Two of the twenty heads spoke knowledgeably about the equipment and the use of television programmes in teaching and these heads placed considerable emphasis on their own teaching role and the place of television in their lessons. Both stated that they made considerable use of AVA in general, and one indicated that he taught a whole course which was based on recorded television programmes. Both stated that by teaching, and placing a high priority on this, they gave an example to other teachers and they also kept in touch with what was happening in the school. By using television programmes themselves they hoped to encourage other teachers to follow their example. The high priority given to their teaching roles by the majority of headteachers in the non-Scottish schools visited distinguished them from their Scottish counter-parts.

Conclusion

The centrality of the head in Fig.1.1. is confirmed in the roles headteachers fulfil with regard to educational television. As we have recorded, they acquire television equipment, playing a key role in negotiating with the local education authority and with such groups as parent-teacher associations. They also make arrangements for storage, viewing accommodation, technician services and administration. Frequently, they are personally involved in the minute details of the administration associated with educational television. They select the teachers responsible for audio-visual aids and define their duties and these teachers are answerable directly to the heads. Despite the elaborate staffing structures and management committees which have been established in many of the schools the head generally ignored these when it came to considering matters relating to audio-visual aids in general and educational television in particular.

In the interviews heads found some difficulty in discussing 'resources planning'. Bits and pieces of such planning were located in various parts of a school's structure. Heads had curriculum plans and into some of these educational television fitted. For some heads the acquisition of television equipment and establishing a smooth and secure administrative and technical support system were seen as forerunners to curriculum innovation. However few of the interviewed heads appeared to be knowledgeable about the current provision of television programmes and the information from the producing companies generally by-passed them. The exceptions to this were those heads who put a high priority on their classroom teaching and some of these spoke enthusiastically about their personal use of television.

CHAPTER 4

TEACHERS RESPONSIBLE FOR RESOURCES AND AUDIO-VISUAL AIDS

During the visits to the twenty schools in the four local education authorities eleven teachers were interviewed who had formally been given some special responsibility for resources and/or AVA. There is sufficient variety in the work of these teachers for them to be considered separately as case studies prior to a more general discussion of the role of the teacher responsible for AVA in resources planning and decision-making with reference to educational television.

Example 1

In this inner-city comprehensive school a teacher who had been the head of the geography department and, more recently, head of the faculty of humanities, had been promoted six years ago to a new post titled Director of Resources. This post carried a scale 4 salary. He continued to teach geography for two-thirds of a full timetable. He was directly responsible to a deputy head (curriculum) and he had been appointed to set up a resources centre for the school.

During the interview with this Director of Resources it became clear that he had attempted to put into practice many of the lessons he had learned while on a year's secondment to attend a course which included curriculum development and educational technology and he had also attended a course on educational management. This was particularly noticeable in the documents which he had prepared to inform staff about the work of the resources centre.

A comprehensive list of aims and objectives had been drawn up by this teacher and in this he had drawn heavily upon the writings of those educationists who had popularized the concept of a resources centre (e.g. Beswick 1977, Featherstone 1973, Malcolm 1974, Schools Council 1972 and Walton and Ruck 1975). The following list is quoted verbatim from a document distributed to the teachers.

'AIMS AND OBJECTIVES OF THE RESOURCES CENTRE

1. To provide a learning environment for pupils and staff to develop their knowledge of individual subjects, using a variety of media.

2. To provide assistance in the locating of needed teaching and learning materials, especially books, and to facilitate their loan to pupils and staff.

3. To encourage the development of reading across the whole curriculum through the use of the library.

4. To correlate with departments in the school to provide books and other materials to supplement and enrich work done in the classroom.

5. To serve as a comprehensive learning laboratory in which pupils and staff can learn to use all types of learning materials and equipment.

6. To create an environment in which a variety of learning materials are made available to staff for classroom use.

7. To provide a service to staff for teaching material manufacture.

8. To propagate new materials and methods of communication received from outside sources, to staff within the school.

9. To provide space and facilities for staff to preview, audition and review various teaching media.

10. To provide an environment and advice to staff for curriculum analysis in order to determine the most suitable materials needed for the communication of their objectives.

11. To involve staff in the process of curriculum planning and development, and in the design of new teaching methods and materials.

12. To familiarise staff with the technique of educational technology as applied to their own subject and in the school generally.

13. To produce materials which are unique to a specific teaching/learning situation.

14. To undertake research. '

On his promotion from head of faculty to director of resources within the same school he had been invited to write his own job definition and to make the necessary arrangements for him to be able to fulfil the role which he had defined. This role cuts across the two dimensions - administrative-technical and curriculum maintenance-development - which we have referred to previously and which underpin the study of the selected schools. This breadth of director's responsibilities is clear in the statement of aims and objectives. There is an important difference between the provision of services and the intervention of the director in a faculty's or a department's curriculum planning activities. Aims 3, 11 and 12 appear to go beyond the provision of a service which teachers may or may not decide to use. These three aims contain implicitly an imperative quality, though this is somewhat muted when we read the details of the services provided by the resources centre (Fig.4.1.).

Aims 11 and 12, which specify staff familiarisation and staff involvement, have been translated in Fig.4.1. into the Curriculum Development box as the offer of 'assistance in the production and writing of schemes' and 'short courses on reprographics and use of AV aids'. Before discussing the nature of the 'assistance' referred to in this chart it is worth examining the place of the director in the school staffing hierarchy.

The school is a single site co-educational comprehensive secondary school. In Appendix D the staffing structure is shown in English city school 1. There were three deputy heads and then there were five faculty heads. Together with the head, the heads of the English and the remedial department, these formed the academic board. This board was responsible for curriculum planning in the school. Faculty heads liaised between the heads of departments and the senior management. The director of resources, although senior to a head of faculty, was not a member of the academic board though he may be invited to attend a particular meeting if resources were on the agenda. His contacts with the senior members of staff in the school are illustrated in Fig.4.2.

The director of resources had direct contact with the head, deputy head (curriculum), heads of faculties and heads of departments, and he may also have contact with the first three via the academic board.

Fig.4.1 RESOURCES CENTRE SERVICES

CENTRAL INDEX

For filmstrips, slide sets, worksheets, film loops, teaching charts, overhead *transparencies*, *audio tapes* video tapes, and other resources.

LIBRARY

6 sections: Fiction, careers, staff, paperback, reference and non-fiction.

Block loans to classrooms, augmented by block loans from local Library. Teaching first year classes the use of the library and guidance and aid for small groups on projects or research.

AUDIO-VISUAL AIDS

a selection of audio-visual aid equipment for short period loan.

RECORDING

of Music
Television and
Radio programmes.

STAFF

PUPILS

STAFF

PRODUCTION

of a) teaching charts and
b) display charts.

REPROGRAPHICS

A. Duplicating: spirit masters and carbons; ink, offset.

B. Photocopying.

C. Photography: slides, slide copying - mounting - film strips into slides.

D. Making overhead transparencies.

CURRICULUM DEVELOPMENT

Assistance in the production and writing of schemes. Short courses on reprographics and use of AV aids.

CATALOGUES

Film, film strip, slide, overhead transparency, book, reprographic and educational equipment catalogues and price lists. Museum Loan Services catalogue.
City film, film strip, loan catalogue.
City AV equipment borrowing service.

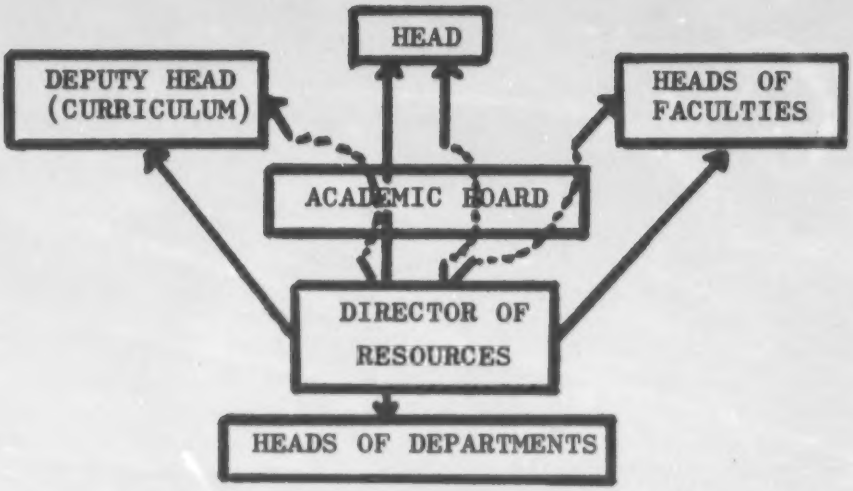


Fig.4.2. Links between the director of resources and senior staff.

The academic board had introduced a formal policy for curriculum planning. Heads of faculty were responsible for the preparation of detailed schemes of work and these followed a pattern which was drawn up by the deputy head (curriculum) and the director of resources. The deputy head (curriculum) described the scheme of work like this:

> 'Within a scheme of work we expect a head of department to supply not just a syllabus, but to supply a complete, detailed scheme, including general and specific objectives, materials to be used, methods of teaching and forms of assessment, and also the resources to implement that particular scheme. So, a complicated scheme like combined science or integrated humanities would contain a great deal of detail and this is the sort of standard we go for. There was a certain amount of resistance to this from some areas originally but this has dissipated and now I think the vast majority of the staff see the value of it. It gives great assistance to an individual member of staff who needs support, who needs to know where the equipment is, needs to know where materials are, and so on'.

The director of resources was available to help heads of faculties, heads of departments and assistant teachers to write a scheme according to the pattern approved by the academic board. It was not simply assisting in the technical task of writing the scheme of work which was important, the director of resources could help a department in the selection and production of resources. The director of resources explained:

> 'My job started off with organizing the software for the projectors and reprographics. It was almost like starting back to front. On my year's secondment I discovered and had practice in writing a scheme of work along the lines that we do now. So, when I came back I introduced that. So, when a head of department prepares a scheme, hopefully with the help of his assistants, they become aware of what they are going to need to be able to do; what they state they are going to do. Now, if I'm there, in a positive way, to help in writing their schemes of work I can also keep my ears open, and for saying, 'Possibly you're going to need this here or that there. What about this or that?' It's a link between the department and its work and the resources centre, which produces the resources to facilitate the teaching in that department. It started with the production of software - overhead projection transparencies, photography, BBC recordings, the running of the library, etc.'

The link between the subject department and the resources centre, referred to in this extract, is the link between the administrative-technical dimension and the curriculum maintenance-development dimension of resources planning and is depicted by the arrow from head of department to teacher responsible for AVA in Fig.1.1. A product of this link is the format and details of the geography scheme of work from this school quoted in Appendix E.

The place of educational television is obvious in the quoted scheme: the video cassettes of BBC programmes on the USA are integral to the five main units - New York, North Dakota, Detroit, Mississippi and California - selected for study.

To achieve the aims and objectives set out for the units the teacher had access not just to television programmes: filmstrips, overhead projection transparencies, duplicated materials and textbooks are also listed. The series of programmes on the USA was only one example of the inclusion of educational television in curriculum planning in this school. In the two-year G.C.E.Ordinary Level course reference is made in the *scheme of work to eight programmes from the* Granada series, 'The Land' (See extract in Appendix E).

The director of resources received all the information sent to the school by the television companies. He distributed the subject booklets to heads of departments and placed the annual timetables of programmes on the staffroom noticeboard. For the heads of departments he requisitioned the teachers' and pupils' booklets associated with television series and he was responsible for the recording of programmes. He supervised the work of an AVA technician. Although the heads of departments had to purchase video cassettes from their departmental allowances these were stored in the resources centre. At the time of the visit there were fifty video cassettes in this store.

The director of resources stated that there was no requirement for him to establish any list of priorities for the use of television equipment with regard to teachers, pupils or subjects:

> 'We only use television about 65% of the week, that is, 65% of the time the television room is in use for recording or playback. That is quite high, and we only have five departments that use it - social education, mathematics, science, geography, and slow learners'.

The director of resources had defined the role of the resources centre in the school and as far as he was concerned, 'this school has developed to the ultimate what it wants from a resources centre'. He had been able to delegate the day-to-day running of the centre to the teacher responsible for the library, a technician and reprographic assistants, and he was now becoming increasingly involved in timetabling issues.

The impetus for his innovative work had come from his experience in attending educational technology and curriculum development courses. Yet, having established the resources centre, he was now detached from external agencies. He referred to the local education authority adviser responsible for AVA who he

perceived as a person who supplied AVA equipment and ran in-service courses, but he considered that the adviser did nothing to help in the development of resources centres. He felt 'no particular need' for contact with individuals or organizations outside the school.

In summary, in this school a director of resources had been appointed internally by promoting a head of faculty to the new post. He had been encouraged to establish a resources centre and his work was supervised by the head and deputy head (curriculum). Although his position was supra-departmental and supra-faculty he was excluded from regular attendance at the academic board, the central policy-making committee in the school's organizational structure. It was this board which formulated a policy for schemes of work and it was in the preparation of these that the bridge between the resources centre and the curriculum could be built. With regard to educational television the director of resources occupied a central position in providing information and facilitating the use of programmes at relevant points in syllabuses.

Example 2

This example is taken from one of the Scottish city secondary schools. Already, in Chapter 2, we have noted the guidelines given by the adviser for AVA to schools regarding the areas of activity considered by him to be appropriate for a co-ordinator of AVA. In this example one of the AHTs had been given special responsibility for resources and he referred to himself as the 'Audio-Visual Organizer'. This is an administrative responsibility extra to his principal role which is 'to be in charge of the third and fourth year pupils'.

He recounted the way resources policy making at the local education authority level had swung away from a centralized system based upon local resources centres serving several schools in a specified area to a decentralized system in which every school was equipped with its own resources. He emphasized the amount of audio-visual hardware in the school referring to how well-equipped the school was. In particular he referred to the VCR and the three large television monitors. He referred to the relative ease of obtaining equipment prior to 1974:

> 'There was a certain amount sent to every school but, on the advice of advisers, and of the AV adviser in particular, each school could ask to

> get special items for special purposes. So it was a question of going to the specialist advisers and saying, 'Look, I need this for such and such a thing', and they were fairly generous. They kept a tally of what you were getting, but there wasn't a question at that time of quibbling about it.... At the beginning of the financial crisis there was a directive that absolutely nothing could be provided extra. It's beginning to ease slightly now, but they're keeping things back for replacements due to theft, and for new schools'.

In the interview the range of his audio-visual resource responsibilities were defined as:

(a) to maintain up-to-date lists of all AV hardware in the school;
(b) to maintain a list of the locations of the hardware and the teachers who were responsible for storing it;
(c) to inform teachers about the availability of AV hardware;
(d) to advise teachers how to use AV equipment;
(e) to supervise the work of an AV technician;
(f) to distribute advertising and information materials, including literature about educational broadcasting, to appropriate heads of departments;
(g) to liaise between the school and the adviser responsible for AVA;
(h) to advise the head about any matters pertaining to the acquisition, use, maintenance and repair of AV equipment in the school.

This school had been burgled four or five times in the space of four months and AV equipment was the principal target for the thieves. It was imperative in these circumstances for accurate records of equipment to be maintained and for a central list of locations to be made and circulated to teachers. The AHT had prepared a number of AV bulletins for distribution to every teacher in the school. One bulletin listed the stock of AV equipment, indicated whether items were available for any teacher to use, and the name of the teacher responsible for each item. A list of administrative rules relating to the borrowing, return, transport, security and technical assistance available for the equipment accompanied the bulletin. Another bulletin detailed technical aspects of AV equipment, e.g. the number of television monitors which could be used with the VCR,

which monitors were mobile and which were close to aerial points for off-air viewing. A third bulletin listed the functions of the AV technician.

The AV technician in this school had a dual responsibility. He was responsible, through the principal teacher for modern languages for duties connected with the modern languages department and the language laboratories, and through the AV organizer 'for duties as AV technician'. The functions of the AV technician were listed in the bulletin as:

> '(a) care and maintenance of AV equipment personally or through the AV services department;
> (b) supervision and provision of AV equipment as specified by the AV organizer;
> (c) operation of AV equipment;
> (d) demonstration of AV equipment to staff;
> (e) preparation and production of AV teaching materials;
> (f) stock control and maintenance of equipment records;
> (g) discharge of the obligation to maintain equipment in a safe condition and have current knowledge of safety regulations'.

The same bulletin listed the facilities available for the production of AV materials including the recording and playback of television programmes; the recording of radio programmes on tape or cassette; the recording of live commentary on tape or cassette using studio facilities; the transposing of recorded material from one medium to another; and the developing of black and white film. The AV organizer emphasised that the employment of an AV technician might be seen as advantageous for the teaching staff, yet there were difficulties. He explained:

> 'The authority decided on the appointment of AV technicians in the schools. They were recruited straight from school, usually with a couple of Higher grade passes. They obtain day release for a City and Guilds certificate course.... If they're good, very capable, then other employers can offer them a high salary. But an appointment here is a very good opportunity to gather qualifications: the authority is very good at educating people.

> So the tendency is for young people to come in, go to college and get the qualifications and, if they're of a high standard, they start to look elsewhere as soon as they're qualified. The people that are left in the schools are either young and untrained or, to a certain extent, they're unambitious or incompetent... This is the background and it makes life quite difficult because really they're quite highly trained in the sense of repairing equipment and doing quite high level work. Yet the demand in the school is often for a large amount of fetching and carrying, setting up equipment for teachers, showing teachers what to do when they've forgotten how to work a piece of equipment and the ordinary day-to-day recording and playback. We are caught between two things: a technician is either undertrained and so for serious repairs we have to call in AV Services, or they are overtrained for the day-to-day work that must be done'.

Problems arise in the recruitment of technicians and their levels of training, competence and interest. The dual responsibility of the AV technician in this school is a further complication which makes the day-to-day supervision of the technician difficult.

The AV organizer was aware of the guidance given by the AV adviser concerning the administrative organization of AV aids and this was especially noticeable in his emphasis upon the recognition that all AV resources were school, and not departmental, resources. He explained that the reason why an AHT was the AV organizer was because the job required a supra-departmental person 'with the weight of authority'. However, it appeared that principal teachers were in a position to ignore his authority when it came to the acquisition of some items of AV equipment. As he explained:

> 'The principal teachers speak to their subject advisers and these advisers speak to the audio-visual adviser and they get new equipment'.

Attempts to centralize the equipment for security, storage, maintenance and use reasons were bound to run into difficulties in these circumstances. This arose even at the basic level of preparing a list of the equipment in the school. The AV organizer commented:

> 'It might seem silly, but, you get a list of equipment but principal teacher A has a filmstrip projector or a cassette recorder in his cupboard, and you say, 'What about that?' and he says, 'My adviser gave me that. That's special. It's got nothing to do with you'. And you have to go to them and say, 'Look, all equipment is provided through AV Services and therefore it is provided to the school at the discretion of the headteacher, and that means me in that particular case'.

The AV organizer had considered the setting up of a learning resources centre as an extension to the library, but he described this as a change which could not be introduced gradually but would require a radical change involving, possibly, the destruction of a departmental system of resources organization. He could see a half-way stage which was the preparation of a central index of resources held in departments. In this context, the AV organizer emphasized the 'immense power of the principal teachers inside the school'. He pointed to their qualifications, especially their honours degrees, and suggested that, because of their qualifications, they were able to 'stand against anybody who's qualified in the authority as an adviser or from a college of education'.

It is this respect for the autonomy of the principal teacher with regard not just to resources but also to the curriculum which was most striking in this school. The AHT's scope for action was limited by the competence of the technician on the one hand and the goodwill of the principal teachers on the other. His role appeared to be strictly confined to administrative and technical matters. Unlike the director of resources in Example 1, this teacher had a senior role principally to ensure the security and availability of the equipment. His contacts, with regard to AVA, were with the principal teachers: he made no reference to contact with the deputy head or the head when discussing resources, though, through the board of studies, he was in regular formal and informal contact with these authority figures.

Like the director of resources in Example 1, this AHT had been given responsibility for AVA as an intra-school decision. It was not part of his job definition when he was appointed. It was not his principal area of responsibility and so he did not receive extra reward in money or time for carrying out his duties. The duties he had defined for himself and in this he had been guided by the policies suggested by the AV adviser in the local education authority. He was not involved in the preparation of schemes of work and the board of studies in the school, the nearest equivalent to the academic board in Example 1, had not sought to guide principal teachers into any uniform pattern of curriculum planning. Until the current session the principal teachers in this school had not met together on a formal and regular basis. They had received communications from the board of studies and the head informally and through written notices. We shall return to the role of the principal teachers in this school and their association with senior staff when we discuss the principal teacher of geography in the next chapter.

Example 3

In this Scottish city secondary school there were four AHTs and a depute who, with the head, constituted the board of studies. (For the staffing structure in this school see Scottish City School 3 in Appendix D.) The AHT responsible for AVA had a principal responsibility for first and second year pupils. The head defined the AVA responsibility in terms of the allocation of the school's per capita allowance. The head put aside a sum of money each year for AVA and the AHT was responsible for its administration.

The AHT was responsible for the organization and administration of AVA including reprographics. He supervised the work of an AVA technician and three auxiliaries who operated the reprographic equipment. The school had two large buildings; one housed the departments described by the head as the major users of AVA : geography, history, modern studies, modern languages and physics. The head met his AHTs formally once a week. This meeting had a standard agenda: looking back over the previous week; looking forward to the next week, and the reports of each AHT on their specific areas of responsibility.

The AHT responsible for AVA had delegated some of his responsibilities to two principal teachers and an assistant principal teacher. In addition there was an AVA committee made up of the AHT, a principal teacher, three assistant teachers and the AV technician. They helped in the preparation of instruction sheets which were distributed to teachers advising them how to use pieces of AV equipment. They organized instructional classes for new members of staff at the start of each school year. The head stressed the importance of small committees, in a school which had two buildings and four staff rooms, for bringing teachers together. The AV committee met once a year to consider how best to allocate the AV funds.

The head asserted the importance of appointing a senior member of staff to be responsible for AVA, someone 'with stature'. This was partly because of the amount of AV equipment in the school, measured in financial terms, and partly because of 'the human factor : some heads of departments perhaps hesitate about going to speak to a junior member of staff of another department seeking advice or help'. The AHT responsible for AVA added, 'I find that I have to give fairly gentle and diplomatic reminders occasionally to, say, a department that uses a certain range of material' :

> 'Well, it might live there but it's part of the central pool, because if you start building up your own departmental stock of hardware you'll have to assume responsibility for finding money for it, maintaining it, for servicing it, for getting new bulbs and whatever, - and you find that people soon come back into the fold...'

With regard to the use of AV equipment, and especially educational television, the location of those subject departments which made considerable use of equipment in a separate building (the ROSLA block) was important. Thus geography, history, modern studies, modern languages and physics departments far outweighed the others in their use of AV equipment. The AV technician and his storeroom were located in this building. The technician was employed specifically to look after AV equipment and he was not associated with any particular subject department.

The school possessed six black and white monitors and two VCRs. The department which used television equipment most was the department of modern studies. Video recordings of such programmes as 'Panorama' and 'World in Action' were referred to, and it appeared that little use was made of

schools' programmes, even though television was considered by the AHT to be integral to both modern studies and geography courses. The AHT was responsible for distributing information received from the television producing companies to principal teachers. He asserted :

> 'There's no way that a subject principal wouldn't know what was being offered on television and they all know it's very simple to have programmes recorded and delivered on the spot to them when they wish it. So there would be no breakdown in communications as far as that is concerned. They will get knowledge of programmes : they will know all about series'.

Despite this assertion, however, the principal teacher of geography, in whose department the AHT taught, stated that he was unaware that the independent television companies produced geography programmes, though he was very well-informed about BBC productions.

The AHT responsible for AVA worked, with his committee, entirely in the administrative-technical sector. Their functions were 'to keep an eye on the state of the AV equipment and the use of it, to see that it is properly maintained, serviced, located at strategic places around the school, and that the delivery system worked'. The committee was also responsible for budgeting, deciding how much to spend on hardware and software and how much on commercially available material. They also looked for areas of underusage and overusage of equipment.

From the comments made by the AHT it was clear that the AV committee categorized departments in terms of the use made of AV equipment and their perceptions, clearly, influenced their policy decisions. This was particularly important for educational television since the purchases of video cassettes were made by the AV committee. There was only a small number of cassettes in the school and so it proved difficult for departments to plan their viewing. The AHT explained:

> 'We keep things as long as we can. We've managed to keep a very short series of two or three programmes sometimes from one session through to the next but, by and large, we have not got a library facility, which means that if a TV series comes at the wrong time of the year it won't be seen'.

The AHT decided which programmes to retain and this reflected his understanding of the part played by television in the curriculum of particular subjects. In establishing these priorities, the AHT and his committee could influence the teaching methods and the syllabuses in subjects. In this way they influenced the curriculum though this was not seen explicitly as part of their brief.

Example 4

In this English county secondary school which had become a comprehensive school in 1978 there were two sites and two persons responsible for AVA. (See English county school 5 in Appendix D) The sites were located about a mile apart. The teacher in the lower school with responsibility for AVA was a science teacher. He was paid a responsibility payment to look after resources and he was given the responsibility because of his 'physics and electrical interests'. The school was in a rural setting and the importance of having a teacher who could maintain and repair electrical AVA equipment was emphasized. In the upper school a deputy head was responsible for AVA, though a science technician was largely responsible for the day-to-day running, supervision, maintenance and supply of AV equipment. In the lower school a part-time secretary was responsible for reprographics and helped in the library while a science technician gave some assistance with AVA. The teacher responsible for AVA in the lower school had no brief to develop a learning resources centre. The resources room was 'in no sense a resources centre' and the teacher was 'not expected to promote different uses of equipment. He did not see his responsibility in that way and no one else saw him in that way'. Most of the AV equipment was held by subject departments in their own store rooms. The school did not have a VCR and in the upper school there was a portable black and white monitor while in the lower school there was no television equipment.

Providing equipment and facilities of equal quality for the two sites was a recurring problem. It was noticeable in the library facilities. The lower school library had 'never really got off the ground' and for most of the time it was kept locked and it was virtually unused. A science teacher was responsible for the library on the other site and this teacher received a responsibility payment for this.

This school had a structure of regular meetings - heads and deputies weekly, policy meeting of faculty heads and heads of year fortnightly, and full staff meeting monthly - but from the first two, which were the decision-making bodies, the teacher responsible for AVA was excluded. The deputy head, who was responsible for AVA in the upper school, attended the meetings though he could not remember a meeting in which AVA or learning resources appeared on the agenda. However these would figure prominently in departmental meetings.

Decision-making, with regard to the teachers responsible for AVA, in this school was confined to maintaining equipment and ensuring its availability. Since most equipment was held by departments there was little need for a central store or elaborate reservation system. The deputy head spoke about the advantages he could see in developing a central index of hardware and software but he was not convinced that devising such an index was an appropriate task for a teacher. As far as educational television was concerned the black and white monitor was virtually unused.

In this school there had been no contacts with the adviser for AVA until very recently when the school had sought access to a VCR.

Example 5

This single site secondary school was also in the English county and here a deputy head had 'curriculum and resources' in brackets after his title. The school was divided into several buildings and only one of these, which housed the English department, had a colour television aerial. This building also housed the VCR while in some of the other buildings there were black and white monitors. This segregation is an important background to the role of the deputy head (curriculum and resources). He described his work like this :

> 'Being in charge of curriculum and resources means that I stick my nose into whatever I feel is appropriate. Perhaps the head of department gives a particular view, an insular view of just 'my department'. My brief is really 'Forget departmentals : what is the whole organization working like?''

With regard to resources this deputy head had the assistance of a resources secretary. He had developed a system which she could operate, needing to turn to him only in times of difficulty. He also had a watching brief to introduce to the school equipment and ideas from outside. This could apply to AVA equipment which a head of department might like to use but could not justify the expenditure from a departmental allowance. In seeking information he relied upon contact with his previous school, informal conversations and snippets in educational magazines. He knew the AV adviser but described his contribution as small. To familiarize the resources secretary with her work he had taken her, soon after her appointment, to visit a number of neighbouring schools.

Although this school had a purpose built learning resources centre comprising a library and a non-book resources centre, the library was organized as a conventional school library and the other room housed the reprographics equipment. Indeed, the subject departments had developed their own resources bases and, since their rooms were designed on open-plan lines, some departments had developed patterns of resource-based learning, e.g. in humanities, science and the creative arts.

Although the deputy head had responsibility for curriculum and resources he saw these as separate rather than linked responsibilities. The importance of the head of department in determining the use of resources was clear and his function was a facilitating one when it came to reprographics or pooled AV equipment. The departments were largely autonomous in their holding of this equipment. The curriculum for the deputy head was really a problem of timetabling and examination arrangements. Allocation of teachers, sizes of groups, and accommodation were his principal areas of concern.

Example 6

In this English city school the deputy head (resources) was also responsible for the timetable. As in the previous example this deputy head had been appointed from a school which had established a learning resources centre. The school had a split site with different arrangements for AVA on each site. In the upper school the school office was used as the AVA store and the office staff administered a booking system.

In the lower school there was a teacher on a scale 1 salary responsible for AVA. He had an AVA store room adjoining his classroom and he did not operate a booking system. The deputy head, newly appointed, was keen to establish a uniform system of booking in both schools. There was no AV technician though there was a reprographics assistant who spent some time on both sites, though for most of the time this assistant was based in the upper school.

The deputy head explained that the school was, in all things, traditionally organized. There were no mixed ability groups, the pupils were divided into ability sets within two broad bands and in most subjects they were taught using textbooks selected for the bands. With regard to AVA and reprographic aids he commented, 'Well I don't want to use the word backward, but there have been some blockages in development here'. He had arranged for a spirit duplicator to be placed in the upper school staffroom and arrangements had been made for staff to be informed about its use. He described this as a 'staff development at a very basic level', though some staff had objected to this intrusion.

With regard to television equipment, there were two monitors in the lower school but none in the upper school. There were no video-recording facilities. Only the English department had expressed an interest in recording programmes though the cost of video cassettes was seen as too high for a VCR to be considered worth purchasing. The deputy head explained that the teachers were not generally aware of the potential of television, or other resources. They had not 'lived in a climate where resources had been for stimulating the curriculum'. The deputy head had devised a programme for altering this 'climate'. In a period of seven months he had prepared a list of aims for school resources, revised the administrative arrangements for using resources, purchased new equipment, mainly duplicating equipment, drawn up a list of all the equipment held in the school and where it was based, and informed staff about the availability of catalogues of resources held in the local education authority e.g. multi-media catalogues and the film library catalogue. As the teacher responsible for resources he was providing a structure of information, equipment and technical support. He foresaw problems in the future 'in using the system we have tried to set up to initiate change in the curriculum'. He explained that the head was currently engaged in discussing with heads of departments the need to re-appraise certain aspects of the curriculum, especially the curriculum of the average and below average ability pupils. The deputy head attended these meetings and while attention focused mainly on adjustments to the timetable, resources availability did enter into the discussions.

Since this deputy head was responsible for constructing the timetable and for the distribution of the annual allowances to departments he was able to overview the whole curriculum and the work of the subject departments. Unlike the other two deputy heads, whose responsibilities kept them on one site, the deputy head (resources) was mobile between the sites. His impression was that the two sites created two schools, each having its own ethos. He had considered establishing a learning resources centre but was faced with the problem of choosing its site. He saw the lower school as the most suitable location 'because that's where innovation is needed - but, then you'd need technicians there and building improvements'. He went on to elaborate the problems of resources development with staff who were 'in many ways amateurish', 'living from day to day', and 'unaware that you must plan ahead'. In this context the introduction of television monitors and a VCR to the upper school would unbalance the system. To purchase such equipment would be a major decision, and it would be based on lack of awareness on the part of the teachers of the potential advantages of it.

This deputy was clearly in the early stages of defining his role with regard to resources. His principal short-term objective was to compile a list of resources on the two sites and to inform teachers of their availability and potential. In this task he had technical assistance though he was experiencing resistance from some teachers. He had little power or authority to influence the curriculum decisions of heads of departments and assistant teachers with regard to learning resources though through his work on timetable construction and in helping to make arrangements for the average and below average ability pupils he had gained insights into the curriculum plans of the subject departments. At the time of the interview his responsibilities lay primarily in the administrative-technical sector of resources planning.

Example 7

This example is taken from a Welsh county secondary school which had several buildings on a single site. The teacher responsible for AVA claimed that internal communication between teachers was a serious problem and a weekly staff bulletin plus a classroom inter-com system were measures introduced to try and remedy this.

The teacher responsible for AVA stated that his title was 'AV representative'. He was a teacher in the science department and there were two reasons why he had been made responsible for AVA. At the time when the school became a comprehensive school he had moved from a head of department's post in the absorbed secondary modern school to become an assistant teacher and since he retained a responsibility payment in his salary he was given responsibility for AVA. He was also specifically interested in educational television and educational technology. He had been seconded to attend a course on television techniques and he had also taken a M.Ed. course which included the study of educational technology. He claimed that these courses were generally not very helpful in his daily work, though part of the educational technology course was concerned with the management of resources and this gave him an understanding of the potential of learning resources centres in schools. With regard to learning resources he had no formal links with the school library which he described as being traditionally organized and was the responsibility of an English teacher.

The school (staffing structure is shown as Welsh county school 2 in Appendix D) had a hierarchy of committees and for the curriculum the academic board was most important. This was attended by heads of departments and the senior management group: head, two deputies and a senior mistress. The AV representative was not a member of the academic board.

He was allocated a sum of money every year by the head to requisition AV materials. He had no formal links with heads of departments : his role was an advisory one and heads of departments could go to him informally should they require help in selecting AV equipment to purchase. He was responsible for distributing television programme information to heads of departments and he used the staff bulletin and occasionally the inter-com system to remind them about action needed and to pass on urgent information.

He did not have an AVA committee. His contact was directly with the head with whom he discussed the purchasing of items of equipment. Such meetings came on his initiative rather than on the head's.

Since local government reorganization he was unclear about the role of the district education office vis-a-vis the central office of the authority. He knew the district AVA organizer who visited him occasionally.

For educational television the school had five black and white monitors and one VCR. One monitor was kept, for off-air viewing, in a lecture theatre and recordings were used with portable monitors. The AV representative was responsible for the storage of cassettes and there were fifty video cassettes in the store. These were purchased by heads of departments from their departmental allowances. The science department was the principal user of the television facilities, followed by the careers teachers and some of the humanities teachers. This utilization was partly explained by the lay-out of the buildings. The teachers who made schools television programmes part of their syllabuses were in a very small minority. The careers teacher had incorporated television into his courses.

There were problems in trying to plan one's courses a term ahead. The AV representative explained:

> 'Perhaps our biggest difficulty is timetabling, and that may also be because we have a substantial turnover of staff and this has a marked effect on the timetable. The result is that we don't get our timetables until the last day of the summer term or the first day after the holidays. And so we don't even know what classes we're teaching, let alone the syllabuses. But the heads of departments and the careers man know what they'll be doing irrespective of timetable and staffing changes. They know the teaching material they're going to need'.

In this school the 'resources centre' was a converted broom cupboard which was now used as a projection room and store. A science technician was responsible for video-recording and booking equipment in and out of the store. The AV representative described the frustration he experienced in being aware of the potential of well-organized resources for facilitating learning and the limited role he had been given. To change the organization he would need to 'bulldoze' his way in but this required the sort of personality which he claimed he lacked. He anticipated that pressures from outside school would bring changes. These would not come from the local education authority but from an increasing intake of pupils

without an increase in teaching staff. The need to introduce more efficient methods of teaching would serve to emphasize the importance of learning resources and AVA. He saw the school's purchase of a CCTV camera as an important step in this direction. For the present, however, his role was principally that of an equipment distributor and maintenance man : he was tightly restricted to the administrative-technical sector of resources planning.

Example 8

This example is also taken from a Welsh county school (Welsh county school 4 in Appendix D) and, as in the last example, the teacher responsible for AVA was a member of the science department, though he was a head of a subject department within the science department. This teacher, like the AV representative, was paid a scale 2 salary and he received no responsibility allowance or free lessons to carry out his AVA work. He had been given this responsibility as an 'extra' at the time of his appointment to the school.

Until recently the school's stock of AV equipment had been stored in a science laboratory technician's room. However a room had become available in another part of the school and now all AV equipment was centralized there. This room was essentially a strongroom, the keys being held by a laboratory technician who also had AV duties and the teacher responsible for AVA.

The latter was given an annual allowance to purchase lamps, bulbs and spare tapes. Major items came from other funds.

An annual meeting on AVA was held and this was attended by the head, the teacher responsible for AVA and any members of the teaching staff who were interested. Here problems were discussed and proposals made for the purchase of new equipment.

At the time of the interview a VCR was due for delivery and the place where this was to be stored was a matter of controversy. The science department was a heavy user of AVA and the remedial department was particularly interested in educational television. The move of the storage facilities away from the science department had come at a convenient time with regard to the arrival of the VCR. In addition to the VCR the school had just purchased a 16mm. film projector, two screens and three audio-cassette recorders. The teacher responsible for AVA considered this was an appropriate time

to compile a catalogue to inform the staff about what was available and where it was stored. He had already met the six or seven new teachers to tell them about the school's AV facilities. He was responsible for assisting new teachers who were unfamiliar with any items of equipment they wished to use.

His contacts outside the school with regard to AVA were virtually non-existent. An AV organizer visited the school if any item of equipment needed maintenance or repair. This organizer had also demonstrated CCTV equipment and video-recording equipment to interested teachers. The local education authority had organized short courses on aspects of AVA but this teacher explained that the opportunities for obtaining leave of absence to attend such courses were limited and he had to choose between attending courses relevant to his teaching subject and those relevant to AVA. Since he was ambitious and sought promotion he saw the former as a higher priority.

As in Example 7, this teacher had no contacts with heads of departments regarding the planning of courses and the inclusion of AVA and other learning resources in their curricula. His role was essentially that of maintaining an over-view on existing resources and with the help of a science technician keeping the equipment properly stored and in a good state of repair. His functions were entirely administrative-technical.

Example 9

As in the previous two examples the teacher responsible for AVA in this English county comprehensive school was a member of the science department and he was paid a scale 2 salary. (The staffing structure of the school is shown as English county school 1 in Appendix D) His title was master in charge of AVA and while he did not receive a responsibility allowance he was given four extra free periods to carry out his AVA work. He was assisted by a technician who had originally been appointed to work in the science and craft departments and to maintain a language laboratory. Officially he was still a science technician but he had become an AVA technician devoting most of his time to recording audio- and video-tapes.

The master in charge of AVA had been given this job because of his hobby which involved tapes, electronics and music. Initially he had been responsible for 'a few tape recorders, a couple of projectors and a defunct CCTV system'. As time went by he had taken responsibility for a much larger stock of equipment, including a multi-lith duplicating machine which was operated by a part-time reprographics assistant.

The amount of responsibility he had for the technician and the assistant was a 'grey area'. They worked in different parts of the school and there was a reprographics room, a tape recording room and an AV equipment store. The reprographics assistant handled all the financial arrangements for purchasing the software needed for her equipment. The technician was responsible for the day-to-day organization of AVA including the recording of television programmes, but if problems arose then the master in charge of AVA was held responsible.

Although general curriculum issues were discussed in regular meetings of heads of departments the master in charge of AVA did not attend them, though he thought he should. His contact was directly with the head. He did not have a committee of staff to help him.

He had considered carefully the possibility of establishing a learning resources centre, including the selection of suitable accommodation and the lay-out of rooms which would be necessary, but he had concluded that in the current internal school climate and the external econonomic climate his plans were too ambitious.

The school possessed three VCRs, two colour monitors and a portable black and white monitor. He was responsible for the storage and booking in and out of this equipment. He ordered video cassettes which were purchased from departmental allowances. There were fifty video cassettes in the school and twenty of these were held as a central stock and the others were held by departments. He received television literature from the producing companies which he circulated to heads of departments who ordered booklets and radiovision filmstrips via him. He noted the booklets which were ordered and then recorded all the programmes related to those booklets. The recorded programmes were retained for three weeks and then the tapes were erased, unless a request for retention had been received. The principal users were in the modern languages department followed by science and then geography.

He had very little contact with persons or organizations outside the school relating to AVA. Prior to local government reorganization he had been a member of the county AV panel but he thought that this panel was now defunct. He was unable to attend in-service courses or meetings though he knew about those which had been organized locally and nationally. He visited the AV adviser if he needed advice or help but he did this very rarely.

This teacher had a very limited AV role and many of his responsibilities had been delegated to technical assistants. He had no special part to play in curriculum development and his principal function was to ensure the availability of AV resources to teachers.

Example 10

In this English city comprehensive school, as in Example 9, there was a master in charge of AVA and reprographics. He was a geography teacher who had been asked to take on the responsibility for organizing learning resources by a new head. He had been given a scale 2 salary and three free lessons above the normal number for assistant teachers in the school. He was responsible for the equipment and materials kept in a small strongroom. This included duplicating machinery and stationery stocks, photo-copying equipment, a VCR, monitor and cassettes and a radio.

The head had referred to this teacher as a head of department. The appointment of the new head saw the injection of a large sum of money to purchase equipment, including the VCR. He met the head formally twice a year to discuss any problems or possible purchases of new equipment. He claimed that the head had no obvious policy but he was encouraged to devise his own policies knowing that he would get support from the head. As an example of this policy making he quoted his concern with the way teachers used AV equipment, in a technical sense, and he had the authority to stop a teacher using an item of equipment until the teacher had been instructed in its use. His concern stopped at the technical limit:

> 'I would never advise anyone as to how to teach a topic because I don't see that as part of my role. What I would advise them is how to go about preparing materials for their method of teaching... I would advise them on alternative methods of producing software..... But I wouldn't interfere in a way someone is actually teaching. That's not my role'.

In this school (the staffing structure is illustrated as English city school 2 in Appendix D) there was a curriculum committee composed of the head, deputies and heads of main subject departments. The master in charge of AVA was not a member of this committee. He had no formal contacts with heads of departments:

> 'I only meet the heads of departments when it comes to requisition time of the year and they will come to me and ask for what they have in mind teaching-wise, what material they require'.

He had formed a 'committee of liaison officers' composed of assistant teachers who met once or twice a term to discuss resources difficulties which departments and he had encountered:

> 'They can go back to their heads of departments with ideas. By that way I am encouraging staff to take more interest. Heads of departments are busy people and if I can get an assistant teacher interested in resources. well, I hope this will encourage the use of AVA etc., within their own department.'

With regard to educational television the school had a VCR, a colour monitor, a rented black and white monitor and five other black and white monitors. Monitors had been made available to the craft, humanities, science and modern languages departments. The master responsible for AVA received television publications and these were distributed to the liaison officers. By June 1st every year they informed him about the literature they required and by September 1st the recording assistant would need to be told their recording requirements. Heads of departments requisitioned video cassettes from their departmental allowances though a small reserve of cassettes was retained by the assistant. The school possessed some seventy video cassettes. The existence of only one VCR in the school was seen by the master in charge of AVA as a serious problem since it restricted both viewing and recording. There were problems, too, if teachers wanted to view programmes in colour since the colour monitor was kept permanently in a lecture theatre which had to be booked in advance.

As in the previous example this teacher was aware of meetings held nationally concerning AVA, and he had recently attended a university in-service course on video equipment in schools. However, as a geography teacher he accompanied pupils on field studies during term time and thus he had difficulty in obtaining leave of absence to attend meetings concerned with resources.

Although it would be easy to define this teacher's role as being principally administrative-technical, one needs to take into account his own assertion that in the four years that the school had possessed a VCR the use of schools television programmes had increased markedly. He claimed to have influenced curriculum policies by providing good facilities. This influence had begun three years ago when he had organized an afternoon-long in-service course for the staff. He had demonstrated all the new equipment obtained by the school and this had stimulated a great deal of interest which was reflected in the rapid growth in demand for audio-visual materials.

Example 11

This final example is taken from a comprehensive school in the Welsh county. The position in this school was more complicated than that found in the others. There were two persons involved in the administration of learning resources, a teacher and a technician. The technician was a science technician who was a highly qualified university graduate. This school had recently installed a CCTV system which was located in the science laboratories and this was maintained by the technician. A colour monitor and a VCR were due for delivery. A teacher with a scale 3 salary was responsible for purchasing the stationery required for duplicating purposes and other software via a local education authority consortium. This teacher did not attend meetings of heads of departments which were the curriculum policy-making meetings. His role was entirely administrative. He had no ambitions to develop a resources centre or to involve himself in any aspects of resources utilization. His principal interests lay in the field of his subject teaching and he had no contact with persons or organizations outside the school concerned with AVA.

In this school, which was relatively small and with most subject departments composed of a single teacher, contact between the head and the heads of departments was most important. On a small site with one building there were few problems of communication. The school was at the very beginning of the development of sophisticated learning resources, such as CCTV and schools' TV, and the full implications of this had not been worked out. There was an awareness on the part of the head and the teacher responsible for resources for administrative and staffing changes, but given the existing arrangements it was very difficult to make any changes.

Conclusion

The expression 'teacher responsible for AVA' cannot be easily defined. As the examples clearly illustrate these teachers vary markedly in their functions and responsibilities. The examples reflect the extreme positions : the storekeeper looking after replacement bulbs and tapes, on the one hand, and the director of resources with specially designed accommodation and a staff of assistants on the other. All schools now possess an array of teaching equipment and resources and they have progressed rapidly, as they have grown in size and sophistication, from the stage when they had a filmstrip and film projector and a radio to the current position. Now, they house language laboratories, reprographic equipment and numerous items of audio-visual equipment.

The teacher responsible for AVA may receive allowances in time and responsibility payments for the work he or she does. The teacher is appointed directly by the head, it is an internal appointment of no fixed duration and the responsibility is added to a teacher's normal workload. Usually, the teacher is responsible directly to the head. Unless he is already a member of the senior management group of the school, he is unlikely to be a member of senior curriculum committees. Any plans he wishes to put forward are discussed directly with the head. Since resources planning goes on without any special structure in the schools then the teacher responsible for AVA operates in isolation, though he is in frequent contact with heads of departments and teachers who wish to use the equipment for which he is responsible.

In the one school where a director of resources had been appointed, a resources centre had been established which housed a library, reprographics centre and audio-visual centre. This director had carefully planned the development of this centre, although he explained that now the centre could function without his day-to-day control and most, if not all, of the jobs could be undertaken by the librarian and technical assistants. Here lies a problem for schools. Setting up a resources centre requires the appointment of a person with a relatively high salary freed from some teaching duties but once a centre has been set up then the teacher is redundant as far as the centre is concerned. Unless the teacher moves on to another school then it is difficult for a school to adjust to the new situation. Indeed the director of resources had, at the time of the interview, taken on some timetabling responsibilities and was thus in a transitional position, being moved away from resources.

At whatever level the teachers responsible for resources are employed, and in the study schools they varied from Scale 1 to deputy heads, they are invariably restricted in their planning and audio-visual activities by the autonomy of the heads of subject departments. Heads of subject departments appeared to seek to cluster as much as possible of the school's resources into their own departments. They are all 'special users' and they compete for resources. Television equipment, like reprographic equipment, is an extra-departmental resource and thus plays an important part in the day-to-day work of the teacher responsible for AVA.

The teacher responsible for AVA must administer the storage and the booking in and out of television equipment. He has to balance the demands for video-recording against the demands for viewing. He needs to pass television programme information on to heads of departments and advise the heads of departments about the purchase of television information - teachers' and pupils' booklets - and videotapes or cassettes. If the information service is poor then the use of television by departments will obviously be poor. The teachers responsible for AVA, and/or the AVA technicians have important roles to play in facilitating the use of educational television in the schools. Within this one must also include their training function. At the beginning of the school year new members of staff in a school are advised about the store of AVA equipment which the school possesses. Several teachers responsible for AVA referred to the meetings they organized for teachers to explain the availability and use of resources. One school did this with the assistance of a local education authority AVA organizer.

There are sharp limits to the intrusion of a teacher responsible for AVA into the curriculum activities of departments. The contribution of the director of resources to the design of schemes of work, as described in Example 1, was unique in the study schools. Most teachers responsible for AVA said, in the interviews, that they did not feel sufficiently knowledgeable to advise teachers how to use AVA equipment to improve the teaching of a particular topic. They were confident on the technical side but not on the curriculum side. Here we see the distinction between the 'tools technologist' and the 'educational technologist' which was drawn by Rowntree (1974). Of the former Rowntree wrote,

> 'Usually the 'hardware' (like film-projectors and tape-recorders) was developed outside education, but teacherswere promised 'software' (films and tapes and so on) designed specifically to meet their needs. It was a technology devoted to supporting and enhancing the status quo, providing the teacher with the tools that would enable him to teach the same things more effectively or to larger numbers of students. It was a failure. High cost and unreliability of equipment; overselling; shortage of suitable software; fear, scorn or indifference among teachers and, above all, the lack of sufficient incentive and rationale for audio-visual innovation have prevented widespread acceptance'.

In the majority of the twenty schools visited the teacher responsible for AVA was a 'tools technologist' and in the interviews with heads and senior management it was clear this was the role they wished these teachers to fulfil. Proposals to establish resources centres or media-centres (along the lines described by Delannoy, 1977) had been considered by some of the teachers responsible for AVA, but these would have been so radical in the schools concerned as to be judged not worth pursuing. Indeed, it seemed that heads sought either tidy administrators, technically skilled repairmen, or authority figures when they wished to give responsibility for AVA, and curriculum development was some way down, if not omitted from, their list of priorities for AVA.

For the teacher who accepted responsibility for AVA there was the problem of deciding how much time and effort to put into the tasks which he was asked to do. If he was ambitious, and a junior member of staff, then promotion lay in the teaching of his subject. This was noticeable when the teachers responsible for AVA discussed their attendance at in-service courses.

Only very limited opportunities existed for teachers to attend courses in term-time during the school-day and several teachers responsible for AVA stated that they would attend teaching subject-based meetings rather than AVA meetings. Two of the teachers had taken advanced courses of study which included educational technology and resources planning and organization and one was able to utilize what he had learned in establishing a resources centre while the other was an AV organizer with very limited functions.

The closeness between the head and the teacher responsible for AVA was noticeable in most of the schools visited. Partly this is associated with the head's concern for security of equipment and the head's sense of being accountable for equipment purchased with local education authority and other funds. Having negotiated the purchase of larger items of equipment, such as colour television monitors and VCRs, heads become personally involved in the administration and use of the equipment and thus the teacher responsible for AVA becomes directly answerable to the head. Heads in the study schools were also concerned about the deployment of staff and anxious to control the number of teachers who were released from classroom duties. Several heads commented that they did not wish to see their teachers responsible for AVA as empire-builders nor did they want them to enlarge their responsibilities and duties. This direction serves to reinforce the systems maintenance character of these teachers and tends to restrict them tightly to the administrative-technical sector of curriculum planning. This systems maintenance bias may serve to inhibit them in promoting AVA, and within that educational television.

CHAPTER 5

Heads of Geography Departments

Of the twenty secondary schools visited fourteen heads of geography departments were interviewed. In two other schools the heads of geography departments provided information in writing and in another a deputy head, who was a geography teacher, spoke on behalf of the head of department. The questions which they were asked related to :

> the position of head of geography in the school hierarchy with particular reference to curriculum planning and resources planning and policy-making;
>
> the availability and use of educational television in geography teaching.

(i) Position in the hierarchy

We have already illustrated the hierarchical staffing structures in the twenty schools in the enquiry (Appendix D) and we have drawn attention to the insertion of a layer of persons and committees between the head of a school and the heads of subject departments. In the Scottish city schools the AHTs and the board of studies constituted the layer and in the other authorities visited the deputy heads and, in some cases, a curriculum committee or academic board were the equivalent. In some schools a faculty system had been introduced and the head of geography was one of a number of heads of departments within a faculty.

In referring to a teacher appointed to be responsible for a subject as a head of department, or in Scotland a principal teacher, we must acknowledge that the word 'department' has no single definition. One headteacher asserted,

> 'The internal organization and the discipline of the school, within certain bounds of course, is entirely a matter for the head. And therefore, the heads of departments are crucial in that system. You're only as good as your heads of departments. They are crucial, key people in the set-up. A school is only as good as the person who stands in front of a class; he is absolutely crucial, and the efficiency of a school, whatever you measure it by, is only as good as the person who stands in front of a class, and the number one person who stands in front of a class is your head of department'.

In this particular school several departments such as music and religious education had only one member of staff - the head of department - and in only three subjects, mathematics, Welsh and English, were there more than one teacher. In the same local education authority a newly-appointed head of a much larger school commented,

> 'I don't think we have a strong departmental structure because we have got a most peculiar situation where there are lots of people on the staff who have been given the title head of department. Now, although they regard themselves as heads of departments, they are heads of sub-departments, e.g. French, German and modern languages; in science heads of biology, chemistry, physics and the head of science.... When I said that I would like all heads of departments to send me schemes of work and descriptions of departments prior to having discussions with individual heads of departments, I expected about eight people to make appointments - and I had nearly twenty... People aren't doing anything because they're really not sure what their responsibility is and who else might be doing it, or whether they might be stepping on someone's toes'.

Heads of departments are teachers responsible for subjects and a proliferation of subjects leads to a proliferation of persons referred to as heads of departments. Departments vary in size, reflecting the number of teaching lessons in the subjects. The school with the largest number of pupils which was visited in the enquiry had a geography department composed of seven teachers who taught only geography and two teachers who taught geography and another subject. More commonly schools had three geography teachers who taught only geography. Caution, however, must be exercised when considering departmental size since members of a department may also hold positions of responsibility in a school, such as deputy head and head of year, which give them periods free from teaching. Thus a department may appear large in size but the actual amount of teaching done by that department may be no greater than that in a numerically smaller department.

In the secondary schools visited in the non-Scottish local education authorities it was not unusual to find that the head of geography was also a head of year or the holder of some similar responsibility. In the Scottish city schools visited the principal teachers of geography were more narrowly subject based. The importance of the multi-role and multi-status position of a head of department in the school hierarchy is important in school policy-making. Although some hierarchical structures might distinguish between a pastoral sector and an academic sector generally there is considerable overlap in the personnel associated with the two sectors. Thus a head of department, who is subsumed within a faculty structure in which the head of faculty attends curriculum committee meetings, may attend pastoral committee meetings. The business of these two committees is likely to overlap and important decisions will concern both. Locating the head of department in the structure of a school's policy-making system is not a simple exercise.

During the interviews the heads of geography departments gave an overwhelming impression that they acted autonomously, for the most part, and their formal contacts with other heads of departments were minimal but their contacts with the head were very important. In only one school did a head of department talk critically about the distance he perceived between himself and his headteacher.

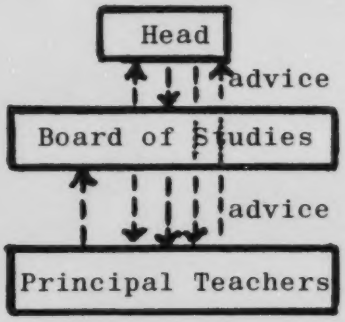
Hierarchical diagrams, such as those in Appendix D, emphasize the position of the head the central place of the senior management group, with the heads of subject departments coming next in line. This was particularly noticeable in the five Scottish schools where boards of studies had been set up. In the interviews three general perspectives emerged on the links between heads and heads of departments (principal teachers) and these are illustrated in Figs.5.1, 5.2 and 5.3. While these referred to the five Scottish city schools visited they can easily be compared with schools in the other three local education authorities.

In essence the concern of a head of a subject department is with the teaching of a particular subject. As Marland (1971) asserted, the head of department is 'one of the key advisers to the central policy-makers of a school' and to this task he brings two special qualifications: 'he can speak for a number of staff, confident that he will be regarded as their spokesman' and 'his knowledge of a particular subject'. Marland was writing as a former head of a numerically large English department and while many of his observations about the organization of departments are irrelevant to heads of geography, these two broad points do pertain to them. The links of the head of department with assistant teachers and the way the teaching of geography is organized will be discussed in detail in Part 3 of this report.

Fig. 5.1. Head's perspective : the board of studies as a servicing agency.

Head and principal teachers formulate and implement policies.

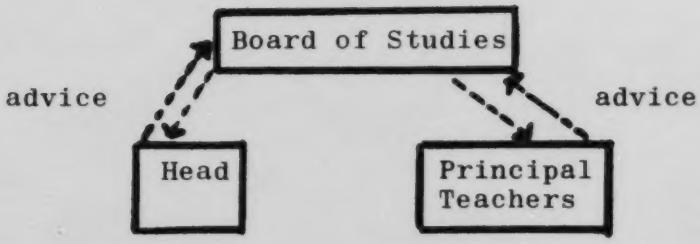
Fig. 5.2. Principal Teacher's perspective : board of studies as a buffer or filter



Head and board of studies formulate policies.

Principal teachers implement policies.

Fig.5.3. Board of Studies perspective : board of studies as the central body.



Board of Studies formulates policies

Head and Principal teachers implement policies.

(ii) Curriculum planning and decision-making with reference to educational television.

From the interviews with heads of geography departments it appeared that, for them, curriculum planning was equated with the preparation of schemes of work. As Graves (1979) has demonstrated this is but one part of the solution to the curriculum problem in geography. He identified five levels in this problem : the question of how the total curriculum is to be planned in the secondary school; the problem of deciding the kind of geography to be taught; the problem of structuring geography courses to ensure some progression of understanding; the problem of devising appropriate learning experiences; and the need to allow for modifications produced by evaluation.

In some schools the head of department took full responsibility for writing the schemes of work which were then presented to the other geography teachers for their comments and suggestions. These extracts from interviews illustrate this practice :

(a) 'I drafted the whole of the syllabus myself but, having done it, we've discussed ways in which it can be modified and taken decisions on that. And then I've made alterations. We do this every year, towards the end of the summer term. Because we're only four and we may be in the staffroom together, the vast amount of business and decisions to be made can be done on the spur of the moment'.

(b) 'With regard to our scheme of work, everything is really based on worksheets which are based on slide sets. These are placed between the worksheets with an indication that you use that set of slides at that point of time. I design the schemes of work myself. It's the old business. You can delegate work but you have to wait and wait until it appears'.

(c) 'I prepare the detailed schemes of work and ninety per cent of the worksheets. This is my responsibility. I invite my teachers in the department to offer comments and objections in departmental meetings. They are inexperienced compared with my ten years of experience. The scheme of work is detailed right down to individual lessons. We have a six week pattern of continuous assessment in which we assess effort and attainment. Included in the scheme of work are lists of resources, but these do not include television. We are heavily dependent on slides, which are numbered in thousands. I prefer slides to television'.

In contrast to these three examples the next extract shows the preparation of the scheme of work as a departmental exercise in which all the members of the department contribute to its construction :

> 'As a department we sit down and work out the entire syllabus from first to sixth form. We know that certain exams are going to be taken in certain years, but the bits in between we sit down and sort them out. For example, in the third year, well, in the first three years, everybody has a hand in it. I might write one topic which will last six weeks and someone else will write another, and it's up to the person who designs the topic to provide everything. It's all written down, all the content, all the resource sheets, anything else that's available including textbooks, filmstrips and video cassettes if they're going to be used. We haven't changed anything for two years. We do know that next year it's not going to be changed again. So if anything crops up this year on the TV, we can say that if it fits in we'll have that'.

Earlier, in Example 1 in Chapter 4, we quoted a school in which the preparation of a detailed scheme of work was a product of the link between the administrative-technical sector and the curriculum maintenance-development sector of resources planning. A feature of the scheme of work quoted in Appendix E is the inclusion of resources, and especially educational television programmes.

With regard to the place of educational television in the curriculum planning process of other schools in the enquiry the following extracts from the interviews highlight some of the problems encountered by heads of departments.

(a) 'We don't plan the use of television. There are several reasons. For examination classes there are long syllabuses to be covered so there is a lot of pressure on course work. The geography rooms are in an annexe and this is very inconvenient because the television equipment is in the main building. Even if you were to use the television the reception is poor quality, black and white. Recording programmes

is difficult because we haven't got a technician and I have not bought any cassettes because they are too expensive. I like books. I like to have my resources in the department so I have a slide projector and an overhead projector with the slides and transparencies. We used 'The Land' last year with non-certificate third years, and we might use the BBC Scottish series for second years this year'.

(b) 'Ive got an ordinary black and white TV set in my room. Just now I can't use it because there have been men working on the roof and they have disturbed the aerial. I used it a lot last year. I used 'The Land' series with fourth year O grade. It fitted in well with the scenery section of the syllabus. I would have liked to have used it with the Higher pupils but we didn't have a VCR. Unfortunately with ITV we don't know what programmes are coming out. We get a lot from the BBC: they have very good publicity. I suppose it's because they've got the radio-vision series and they're trying to sell their filmstrips and so on.... I picked up 'TV Times' sitting at home, and I glanced through, looking to see what was coming on and I just suddenly saw 'Geography for Schools : The Land', and, I thought, 'I could use that''.

(c) 'In no course is the use of television programmes integral. There are several problems about using television. Pupils are used to watching colour at home and so they reject black and white pictures. There is no bank of tapes so programmes must be recorded, used and wiped clean. We have access to a portable 14" TV set and this is inadequate for a class of thirty pupils. We have also got the bother of booking a lecture theatre. Many programmes worth viewing appear in the evening and we can't record those'.

(d) 'When the school was put up the whole school was equipped to take black and white TV and there was also a videotape recorder. That system has virtually broken down because originally science used to do all the recording and now, when a new wing was put up, the system was put there. Since then it's never worked out properly, and so you tend to give up trying. We have black and white TV in this block. In the new block it has been equipped by the P.T.A. with a colour VCR and at least two colour monitors. What really happens is that the English department was the prime mover in getting it because they wanted to base a course on it. They've done one or two recordings for us. But they've recently been saying that they can't go on doing it because it takes up their time. So we're running into a situation where we cannot really use the TV.... This department has two cassettes which we've loaned to the English department because they make more use of TV'.

In these extracts specific problems regarding the use of television are mentioned. Similar problems were described in other schools. Some heads of geography departments are uninformed about the current provision of programmes. Some receive the advanced publicity information, which they do not read; others have never received the information for ITV series but are well-informed about BBC series. In two schools - one in the Scottish city and the other in the English county - heads of geography departments stated that they were unaware that there were ITV produced geography series though both of them were very well-informed about BBC series.

Problems arose from the poor quality equipment available in some schools for viewing television. Teachers referred to the fact that pupils were used to watching television programmes in colour at home and found viewing in black and white unacceptable. In some schools the monitors were portable with small screens which were considered by teachers as unsuitable for use with large classes. The poor quality of the reception was also mentioned. Temporary technical faults were referred to in two schools.

Teachers who worked in schools without video-recording facilities saw themselves at a disadvantage, principally because of the difficulty of matching transmission times with their timetables. However, the provision of a VCR did not solve all the problems. Several teachers referred to the high costs of cassettes which had to be purchased from their annual departmental allowances. As a head of geography in an English city school said,

> 'If a programme cropped up which we wanted we'd have to decide whether to buy another cassette if we had the money to buy one, or whether to go over an old one which we weren't using as we had hoped to. We'd have to get together; we have meetings, not formal departmental meetings, informally in the staffroom over lunch-time..... So if someone says, 'Look I want to tape this programme. I want to use it with such and such a class', and someone else could say, 'I could use that as well'. So we'd say, 'How are we going to do it? Can we borrow one from the history department? Can we buy one?' Usually you can't at that time of the year'.

Similarly a principal teacher of geography in a Scottish city school said,

> 'We are limited by the number of cassettes we have in the school and the number of cassettes determines the use we can make of television. I have four in the department and there's only twenty in the school. We want a store of tapes so that we can keep programmes. At present we have some of the BBC 'Location Britain' series, one or two programmes from a BBC series on volcanoes. We had the Cairngorms, the Peak District and the Lake District programmes from 'The Land' but we've viewed those and they've been scrubbed '.

Since VCRs were not stored in geography departments the recording of programmes had to be arranged and several teachers commented on the inadequate provision of technicians to do this. Even when technicians were appointed, as two heads of geography related, they were sometimes incompetent and could not be

relied on to record the requested programme or to bring the right cassette when the programme was to be viewed. Several teachers referred to the advantage which a VCR gave for pre-viewing programmes though to achieve this time had to be available and the teacher had to balance the gains of pre-viewing television programmes against what he might gain from some other activity. As one Scottish city teacher said,

> 'In this school there is enormous pressure of time and a constant battle of attrition with the pupils. The result is that there is no time available for pre-viewing television programmes or preparing supplementary materials'.

Having read the publicity information, arranged the recording of a programme and then pre-viewed it, the head of department must then make the necessary arrangements for a class to view the programme. In three schools reference was made to the competition for the viewing equipment. Obviously, a geography teacher may wish to use a VCR to show a programme at the same time that another teacher wishes to record a programme on geography or another subject. Similarly two teachers may wish to show the same programme or different programmes to their classes at the same time. It is this lack of control over the equipment which makes it difficult for heads of departments to plan ahead for the use of television. This explains the teachers' preference for resources which are stored in their own departmental storerooms. Geography departments generally store their own slide, filmstrip and overhead projectors and do not require the help of technicians in setting up the equipment or storing the software. This equipment can often be used on the spur of the moment whereas to use television equipment requires considerable forethought and its use may be dependent on busy or incompetent technicians. Not surprisingly, the heads of geography departments placed high priorities on worksheet materials, textbooks, filmstrips, slides and maps.

These problems are all too familiar to teachers in schools and persons concerned with the production of educational television programmes. However, they are not insurmountable, and, despite them, heads of departments showed television programmes in geography to their pupils. Eleven of the twenty heads of geography interviewed had used educational television programmes in the preceding school year. Of the others, three were in schools which did not possess television

equipment and two more were in schools which had only very recently obtained such equipment. In four schools the heads of geography stated that they did not use educational television programmes even though they had access to the necessary equipment. Two of these teachers stated that they never read television programme publicity information and so they did not know what programmes were being transmitted. In both of these schools television was ruled out by the layout of the schools and the location of viewing facilities. In the other two schools the heads of geography departments were aware of the programmes being transmitted. However, in one school the geography department's classrooms were located in an annexe and, for security reasons, the television equipment was kept in the main school and to use this equipment involved making a number of arrangements which the teacher considered not to be worthwhile. In the other school, the television equipment was kept in a separate building and was regarded as a possession of another subject department.

In two schools the availability of television series determined the detailed organization of topics in the geography syllabuses. Thus, as we have already mentioned, in one English city school the BBC series 'The USA' was an integral part of a third year geography course entitled 'Selected Studies from the USA' and 'The Land' was available for use with fourth year classes. In this course (see Appendix E) there were six major topics and each one was linked to a video-recorded programme. Similarly in a Welsh county school the third year syllabus contained a unit which focused on life in a third-world country and this was based on a BBC series filmed in Ghana. In this school the head of geography had prepared worksheets for the pupils to use in conjunction with the programmes in the series.

In the other schools where educational television programmes were used the heads of geography emphasized the importance of the programmes as enrichment resources. They used them when they coincided with topics which had been planned for some time and for which other resources had been prepared. Thus, as one head of geography in an English city school commented,

> 'We don't go out of our way to supplement broadcasts. They're just there, as a nice extra....The lesson work, the content, the syllabus don't depend upon a particular TV

> series. Say we were doing our city, it would be smashing if there was something on the TV that we could actually supplement. I can't think of any cases here where we would have to supplement the broadcast, because we would have our own material on the subject anyway. In a sense, that programme would simply be a moving visual lesson instead of a sheet of paper or a still photograph or a map... With the fourth years everyone will be using 'The Peak District' from 'The Land' because we'll all be doing something on national parks with the examination groups, and we always go to Castleton for a day, so it will be used then... I tend to use it for fourth, fifth and sixth formers more than others, e.g. in a European Studies course with the sixth form I use a series. I don't know what it's called. We don't follow everything. I do case studies and one of them is the Mezzogiorno so I use that programme. There's another on Wolfsburg and the VW factory. So, I just dip into them... I just use them to supplement the work that was going on anyway'.

In one of the English county schools the head of geography said,

> 'We have programmes video-recorded. They are not essential to any course. We have used the BBC 'Location Britain' series with C.S.E. and G.C.E. O level classes. In the past we have used the 'Ghana' series. Only recently have we come across 'The Land' by chance'.

In the same vein, a Scottish city head of geography stated,

> 'We viewed 'On the Rocks' and edited that. We can do that with two VCRs. We took out the long drawn out bits that we didn't need... Teachers are using television as an addition to what they already have, rather than using it as essential to the teaching of something. Teachers regard it very much as, 'Oh there's a TV programme on what we're teaching now. We'll show them that''.

Another head of geography in a Scottish city school spoke about the general enrichment value which television programmes in geography possess,

> 'Now in terms of TV or films I see that, obviously, they are geared to specific levels, but one of the things that our kids lack, maybe as opposed to what we see, obviously we're seeing the best that come on, like the Open University programmes, but I tend to think that our kids in Scotland are not as broadly educated as maybe they are in England. They don't have a lot of general knowledge, general information, even in geography. They are not well read and I tend to see the VCR, or TV, or films, as information for them'.

Conclusion

With regard to educational television heads of geography departments spoke critically about the technical-administrative support systems in which they worked. Inadequate equipment, a serious shortage of video cassettes and poor technician services were referred to in several schools. If educational television programmes are to be included in course planning then the head of department must be assured of reliable equipment. He must also have a good knowledge about the series which are to be transmitted by the producing companies. In the interviews it became clear that some heads of departments were unaware of the series currently being transmitted in geography by independent television companies. While some heads of departments stated that they had not received the advance information which is normally sent to the schools in the summer term each year, others commented that they were unaware that the independent companies produced geography series. There appeared to be an assumption that companies produced programmes only for the schools in their regions and thus, for example, Scottish schools could not receive Granada produced programmes. It should be noticed however that one head of department, who made a comment relevant to this latter point, spoke while holding a copy of a recent bulletin, distributed to geography teachers by the local geography adviser, which contained programmes and viewing times for a Granada geography series. Lack of information is not necessarily the fault of the information-supplying organizations.

The majority of the heads of departments interviewed did show educational television programmes to their classes and no critical comments were made of the programmes which were shown. Expressed attitudes of the interviewees to geography programmes were generally favourable. The heads of departments stated that geography programmes :

- provided useful case study materials;
- helped in the preparation for fieldwork;
- provided interesting materials supplementary to existing resources;
- provided general enrichment materials irrespective of the topics in the syllabuses;
- helped to motivate slow learners;
- provided a foundation upon which topics could be built.

These, and other statements, were to be used in the construction of the attitude scales incorporated into the questionnaire used in Part Two.

For the head of a geography department to use educational television programmes he has to assess the penalties and rewards incurred in using them. The rewards come from the statements referred to above. The penalties are expressed in cost terms measured in time and money. With regard to time, the head of department may have to put aside time to find out what programmes are available, to reserve equipment and accommodation, to arrange for video-recordings, to pre-view programmes, to prepare supplementary materials, and to arrange for classes to be moved from room to room. The latter exercise can, in some schools, generate problems of class control. To compensate for this loss of time, the head of department must be sure that the benefits are adequate. Clearly, from the interviews most heads of department think that the benefits do accrue with some classes. On the financial side the head of department must spend some of his annual departmental allowance on television booklets and video cassettes and it was clear from the interviews that the latter item was regarded as very costly.

CHAPTER 6

Conclusion to Part One

Interviews conducted with teaching staff and officials in four selected local education authorities point to marked differences between authorities and schools in the infrastructure for educational television. At the start of the enquiry a programme of interviews was arranged which was based upon the simple model illustrated in Fig.1.1. The model distinguishes between the school and local education authority levels and the administrative-technical sector and the curriculum maintenance-development sectors of resources planning and allocation. The model has five components and four of these components are defined, in the model, by specific functions e.g. responsibility for geography or responsibility for AVA. The most significant complication which the interviews brings to the model is the multi-purpose roles of these persons and these have important implications for educational television in schools. Further, there are several persons, groups and agencies who complement and supplement the work of some of the individuals referred to in the model. Fig.6.1.illustrates these complications.

With regard to local education authorities, one of the four appointed an adviser whose sole responsibility lay in the field of audio-visual aids, two appointed advisers who were initially responsible for a subject or group of subjects and were also responsible for AVA and districts in their respective cities, and one authority had an adviser who supervised AVA and had three AVA organizers. These officials collaborated with other agencies in their authorities who dealt, in some way, with resources other than AVA e.g. the schools library service and the museum service.

Only one of the four authorities had appointed an adviser specifically responsible for geography, though in the others there were persons who had a broad responsibility which included geography e.g. an adviser for social subjects in one authority and an adviser for secondary education and the humanities in another. These advisers also had district or other major responsibilities. They, too, collaborated with other agencies in the local education authority. Both groups of advisers liaised with a broad range of voluntary, professional and commercial agencies based locally, regionally or nationally.

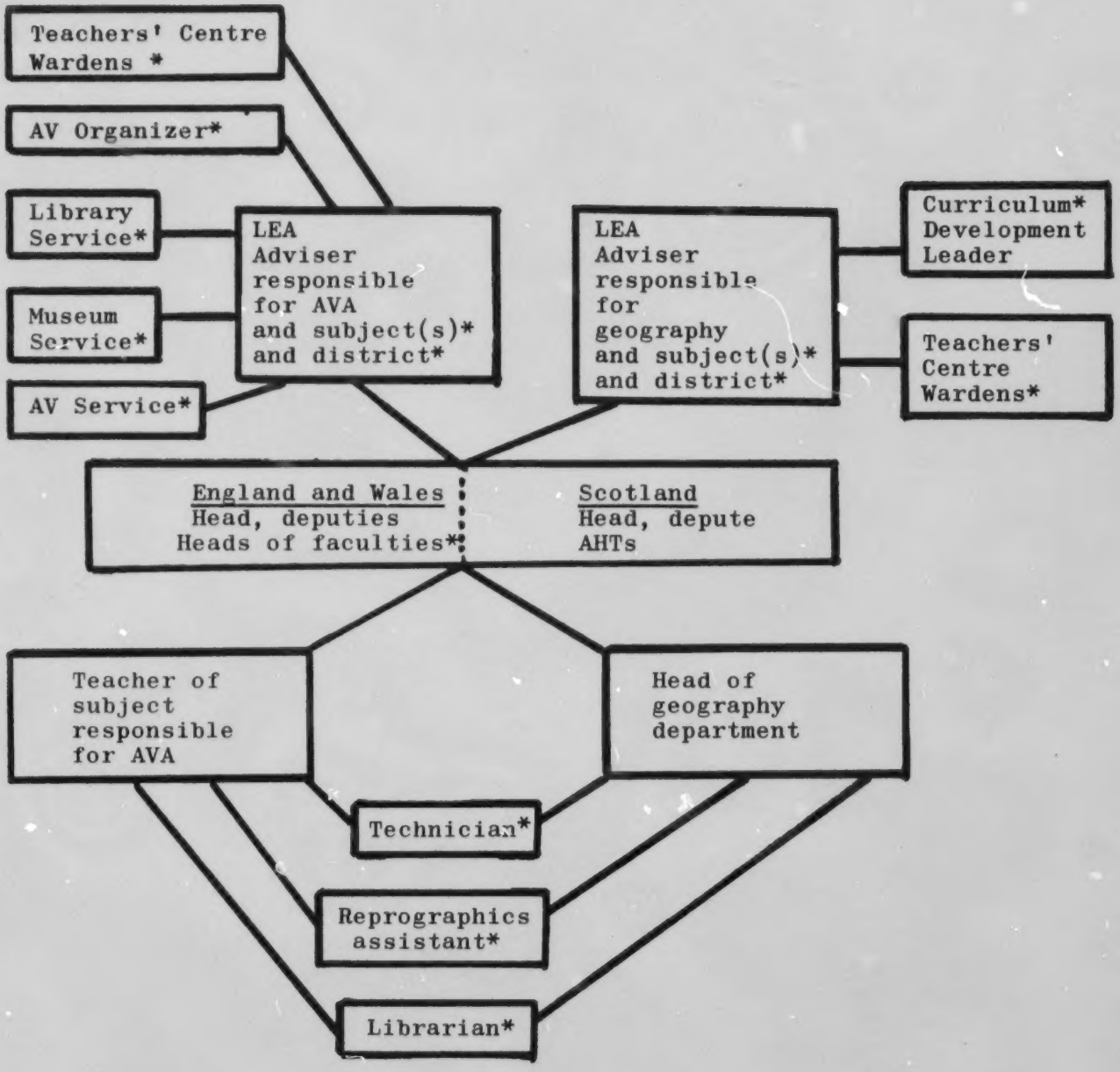


Fig.6.1. Model to show persons and organizations in local education authorities and secondary schools involved in resources planning and allocation with reference to geography teaching

(* local education authority and school variations)

What was noticeable during the interviews of advisers was the scope given by the local education authorities to these officials to define their own roles. Advisers could determine for themselves the balance between subject responsibilities and district responsibilities, or between particular facets of resources e.g. CCTV or educational broadcasting. This makes generalizing about the role of advisers within an authority or between authorities extremely difficult. Local education authority advisers must be treated as individual cases. This applies not simply to their role definitions, it is also evident in the priorities which they accord to their distribution of the discretionary funds which they allocate. These sums obviously vary from authority to authority and from adviser to adviser within any authority. With regard to the schools in the authorities visited the availability of advisers' discretionary funds has an important bearing on the 'distance' between the advisory service and the school as a whole and the teachers in departments in the school. The larger the funds the shorter the distance, appears to be the guiding principle.

With regard to educational broadcasting it appeared that advisers responsible for AVA were knowledgeable about television equipment but generally poorly informed about the series available to subjects. They knew about sources of information and could advise teachers about these and, if they were responsible for subjects, they knew about the series transmitted in those subjects. They were constrained in the plans they could make for providing equipment by financial constraints within their own authority. They had both short-term and long-term plans, though they were, in the current economic climate, generally pessimistic about accomplishing even their short-term plans.

Three of the advisers with some responsibility for geography were also poorly informed about the current provision of geography television series by the producing companies. Although this study focused on secondary schools it should be noticed that these advisers had responsibility for the subject in all sectors of the local education authority's provision, e.g. primary schools and special schools. Like the advisers responsible for AVA these advisers were aware of sources of information though far less knowledgeable about the current provision of programmes. Given the difficulties the local education authorities were experiencing in supplying adequate educational television equipment, these advisers appeared to be reluctant to promote educational television in their subjects. Because of the existence of teachers' centres and curriculum

development leaders in some authorities it is possible for information to by-pass the subject adviser, or to reach him/her after some delay.

Within the schools heads had, with two exceptions, acquired television equipment for use by their teachers. Schools varied in the abilities they had to obtain such equipment. Some were entirely reliant upon their local education authorities while others had access to funds which enabled them to buy monitors, VCRs and cassettes. Having acquired the equipment heads, usually acting on their own initiative, made the arrangements necessary for the equipment to be used. If the school already had an AVA system then fitting educational television into the school was relatively simple.

In the schools visited the impression was that, generally, they had not progressed organizationally in pace with the changes that have occurred in the availability of AVA equipment. This was most evident in the lack of coherent resources policies, either for the short-term or the long-term. Without an overall school resources policy it is not surprising that heads of geography departments appeared to lack such policies for their departments. When schools possessed only a 16mm. projector, a film-strip projector, a radio and a record player there was no staffing requirement other than to have a teacher who might check the equipment annually and keep a stock of spare bulbs and tapes. This 'teacher responsible for AVA' had a very minor role which could quickly and easily be fulfilled. However, contemporary secondary schools are not only large in size, they are very complicated in terms of resources utilization. In some of the schools visited the teachers responsible for AVA had watched their responsibilities grow with the school. In all of the schools visited the teachers responsible for AVA had been appointed internally by the head and they were directly responsible to the head for their AVA work. They were isolated from committees of senior management and frequently received little or no reward, in terms of time and responsibility payments, for their AVA work. They were outside any promotional structure and were expected to devise and administer systems but they were discouraged from being ambitious and making coherent resources plans for their schools. These teachers usually defined their own roles and determined individually the priority they accorded to educational television. This priority was determined not only by the availability of equipment but also by

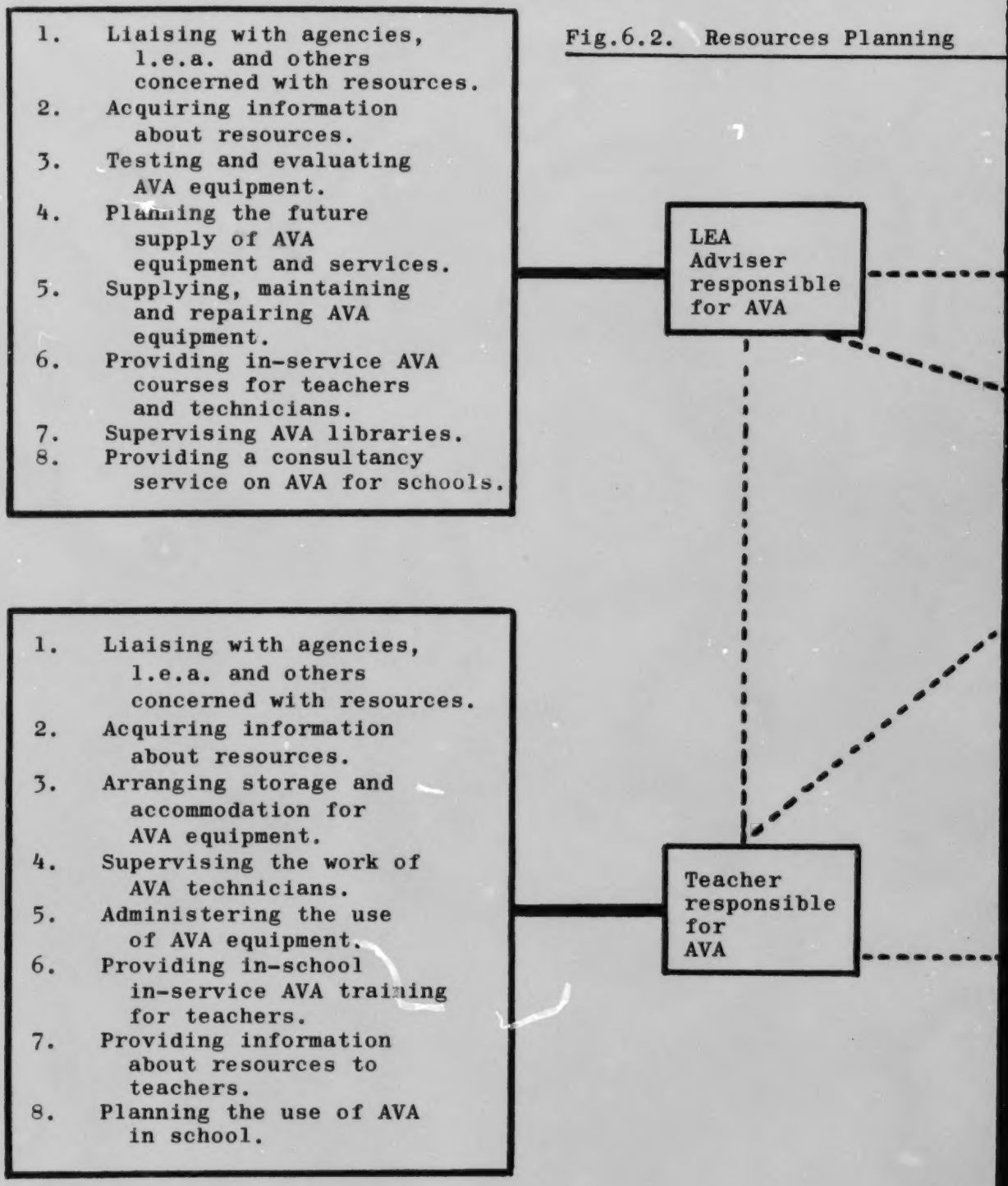
the interest in it shown by heads and heads of departments. On a day-to-day basis video-recording and arranging for the viewing of educational television programmes consumed much of their time. In those schools which employed AVA technicians much of the AVA teachers' responsibilities were delegated to them.

The whole of this infrastructure has been established in order to help teachers to teach and pupils to learn. In the model, this instructional aspect is encompassed in the work of the head of the geography department. Fig.6.2. summarizes the infrastructural roles with reference to resources planning of the five component persons and it is in the definition of the role of the head of the geography department that we see the curriculum maintenance-development aspects of resources planning and allocation. The head of the geography department acquires information about resources, evaluates it from the perspective of his existing resources, his syllabuses and his pupils, and decides whether or not to utilize new resources as they become available. In the selection, evaluation and use of these resources the head of geography is influenced by his attitudes to them and the information he receives. He needs to balance the penalties and rewards incurred in innovating and using new resources. In this process he can turn for advice to persons in the schools and local education authority hierarchies, but he has an autonomous position and is influential in all aspects of the work of the department for which he is responsible. An important constraining influence on the work of the subject department is the allowance he receives annually to cover the cost of classroom resources, and his association with persons in senior positions in the school and with local education authority advisers reflects the extent of his dependence on persons outside his department for resources. Heads of departments, in the interviews, spoke about the desirability of having resources to hand, which they could use on the spur of the moment. Few of them had this facility for educational television and it is the extra-departmental characteristic of educational television which is extremely important in explaining the use of television in the teaching of geography in those schools which had television equipment and a good supply of educational television information.

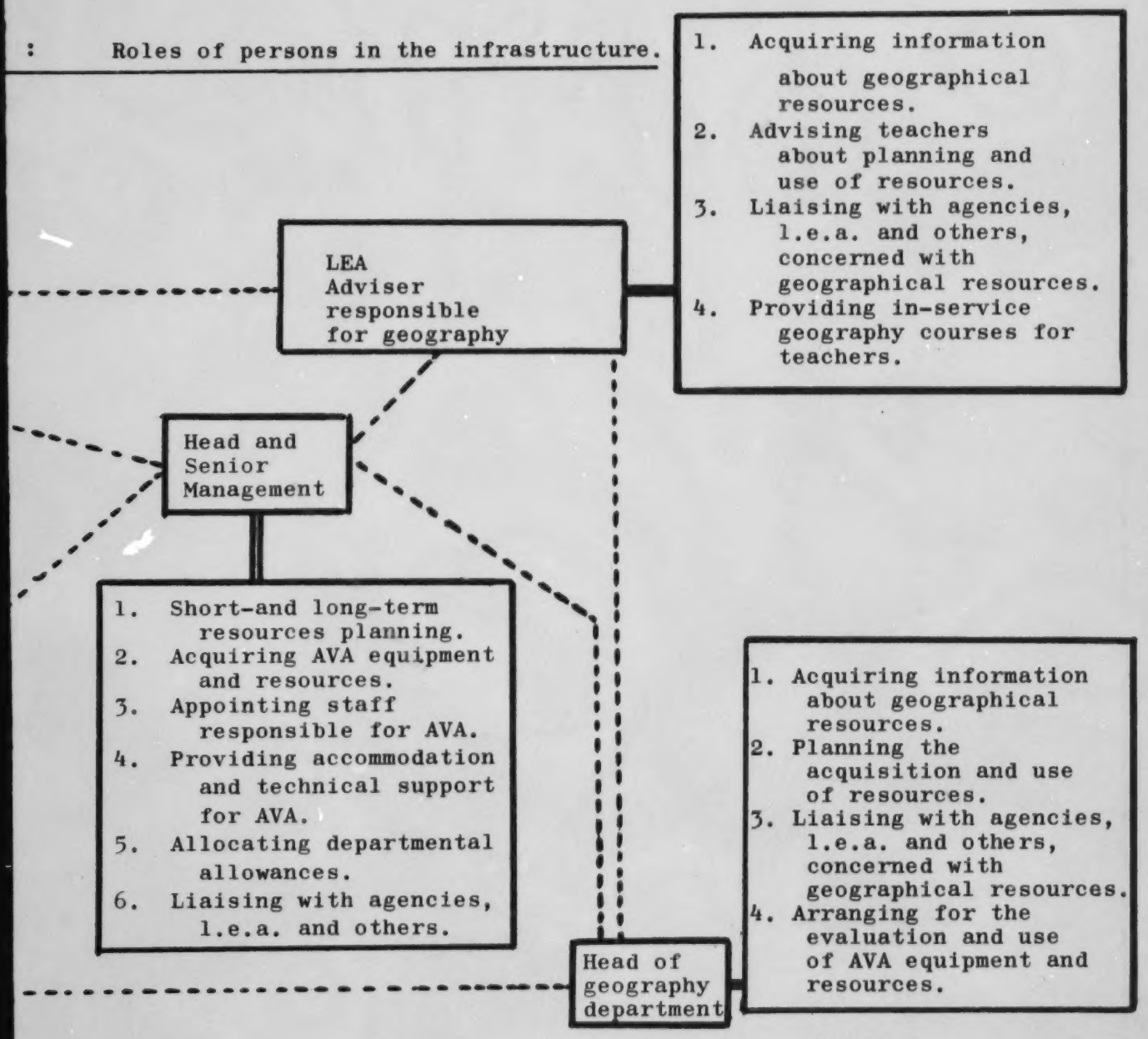
Having defined the roles of individuals with reference to resources planning, and educational television within this, and examined the processes of resources planning and allocation and the links within schools and between schools and local education authority advisers we can now proceed to the next stage of

the study. In the next two stages we investigate a sample of heads of geography departments in maintained secondary schools in England, Wales and Scotland in order to find out some of the curriculum characteristics of the heads of geography departments and explore further their attitudes to educational television in geography and their knowledge about and use of television series in geography teaching. In the third stage of the enquiry we shall explore in detail the processes of curriculum decision-making in a small number of secondary schools and seek to identify decision-making with reference to educational television within the processes of curriculum decision-making.

Fig.6.2. Resources Planning


1. Liaising with agencies, l.e.a. and others concerned with resources.
2. Acquiring information about resources.
3. Testing and evaluating AVA equipment.
4. Planning the future supply of AVA equipment and services.
5. Supplying, maintaining and repairing AVA equipment.
6. Providing in-service AVA courses for teachers and technicians.
7. Supervising AVA libraries.
8. Providing a consultancy service on AVA for schools.
LEA Adviser responsible for AVA
1. Liaising with agencies, l.e.a. and others concerned with resources.
2. Acquiring information about resources.
3. Arranging storage and accommodation for AVA equipment.
4. Supervising the work of AVA technicians.
5. Administering the use of AVA equipment.
6. Providing in-school in-service AVA training for teachers.
7. Providing information about resources to teachers.
8. Planning the use of AVA in school.
Teacher responsible for AVA

: Roles of persons in the infrastructure.


LEA Adviser responsible for geography
1. Acquiring information about geographical resources.
2. Advising teachers about planning and use of resources.
3. Liaising with agencies, l.e.a. and others, concerned with geographical resources.
4. Providing in-service geography courses for teachers.
Head and Senior Management
1. Short-and long-term resources planning.
2. Acquiring AVA equipment and resources.
3. Appointing staff responsible for AVA.
4. Providing accommodation and technical support for AVA.
5. Allocating departmental allowances.
6. Liaising with agencies, l.e.a. and others.
Head of geography department
1. Acquiring information about geographical resources.
2. Planning the acquisition and use of resources.
3. Liaising with agencies, l.e.a. and others, concerned with geographical resources.
4. Arranging for the evaluation and use of AVA equipment and resources.

PART TWO

HEADS OF GEOGRAPHY DEPARTMENTS AND EDUCATIONAL TELEVISION

CHAPTER 7

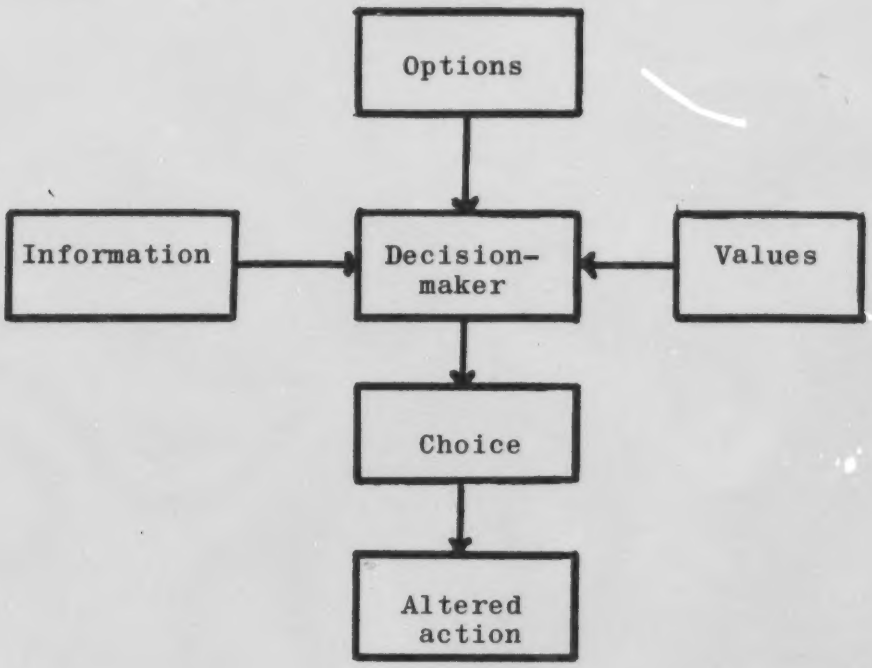
Introduction to Part Two

In the first part of the enquiry the infrastructure of resources planning and allocation was studied in an attempt to set the processes of curriculum decision-making with reference to educational television in their local education authority and school settings. Interviews with local education authority advisers and teachers in randomly selected maintained secondary schools provided information about the administrative-technical and curriculum maintenance-development sectors of resources planning.

An important conclusion from this introductory enquiry was the crucial role played by the head of subject department in determining whether or not pupils viewed educational television programmes. The head of department emerges as the key curriculum decision-maker, though many decisions relating to the use of educational television were pre-empted by the availability and accessibility of television equipment. Providing the administrative-technical infrastructure in a school was a responsibility of the headteacher. It was the headteacher who not only negotiated to obtain television monitors and video-recording equipment but also made the administrative and technical arrangements necessary for educational television to be used. Interviews revealed the problems encountered at all levels in the school hierarchy and they also pointed to the generally favourable dispositions of heads of geography departments to the introduction of educational television programmes to their classes. These dispositions, which we may also call attitudes or values, are of considerable importance in any attempt to analyze or explain teachers' decision-making.

Stufflebeam (1971) has portrayed the process of decision-making in a simple diagram which highlights the importance of values and information in determining the decision-maker's choice. Part of the diagram is shown here (Fig.7.1.)

Fig. 7.1. Information and Values in the Decision-making Process (after Stufflebeam 1971)



This model lies at the heart of this second part of the study. It was decided to gather more information about heads of geography departments as decision-makers with reference to educational television. To achieve this a questionnaire was designed which sought to achieve the following objectives :

(a) a definition of the 'active' head of geography department;

(b) the attitudes of heads of geography departments to educational television;

(c) the knowledge about and use of educational television programmes by heads of geography departments;

(d) the availability of television equipment for use by heads of geography departments;

(e) the degree of correlation between these major aspects.

The Sample

It was decided to obtain information from a random sample of heads of geography departments in maintained secondary schools in England, Wales and Scotland. A recent list (Education Committees Year Book 1977-1978) of maintained secondary schools, listed by local education authority and classified by type of school (age group, sex and numbers of pupils, selective or non-selective), was consulted. After excluding schools categorized as middle schools a total of 4,650 secondary schools remained and it was decided to select by using random numbers a sample of 465 schools, i.e. a ten per cent sample. This size of sample was judged to be sufficient to include a number of Welsh and Scottish secondary schools, and to ensure the inclusion of schools from most local education authorities in England. Cost and administrative considerations were also taken into account in deciding the size of the sample.

The Questionnaire

The questionnaire and the letter which accompanied it are reproduced in Appendix F. The questionnaire is divided into four sections.

Section A sought to define the type of maintained secondary school in which the head of geography department was employed. This definition includes the age range of the pupils, whether the school was single-sex or mixed, the number of pupils on the roll, whether the school was on a single site or a split site, whether or not it was comprehensive and, if it was comprehensive, the number of years it had been comprehensive.

Section B sought biographical information about the head of department. Questions asked about the number of teachers in the geography department, the number of years the respondent had been head of the geography department in the school, and his or her length of teaching experience. Whether the respondent was a man or woman was gauged from the teacher's name which was requested at the end of all the questions. Teachers who had not crossed out the relevant Mr./Mrs./Miss indicator were contacted by telephone, though some teachers preferred not to give this information.

In an attempt to define the activity in which the head of geography was engaged three groups of questions were asked. In the first group questions sought to discover the respondent's membership of working parties, committees or groups, concerned with geography, meeting outside the school, membership of professional associations, e.g. the Geographical Association, subscription to journals concerned with geography teaching, involvement in Schools Council curriculum development projects and other local, regional or national curriculum development projects, attendance at courses or conferences concerned with geography teaching and employment as an examiner or moderator in geography for external examinations. A question which appears later in the questionnaire asked the respondent about his or her viewing of Open University geography television programmes. Together, these questions were designed to yield answers to permit the measurement of the head of department's participation in professional activities relevant to geography external to the school.

The next group of questions focuses on the professional activities of the head of department inside the school and concerned with geography. These 'intra-school' activities appear as a series of statements with which the head of department is invited to agree, disagree or indicate neither agreement or disagreement. The statements relate to the entry of candidates for Mode II and Mode III external examinations and to GCE Ordinary level or SCE (Scottish Certificate of Education) Ordinary grade examinations which emphasized modern approaches to the subject, the regional bias of geography syllabuses, the development of integrated courses, the use of audio-visual aids, team teaching arrangements, fieldwork provision, the arrangement of departmental meetings, the traditional or modern approach of the department to the teaching of geography, the use of games and simulations, the balance between economic and human geography and physical geography, and the involvement of the head of department in teaching classes preparing for external examinations.

Osgood's semantic differential technique (Osgood, et al, 1957) is employed in the next group of questions. Beginning with the statement 'With regard to geography teaching I am:' the respondent was invited to rate himself/herself on a seven-point

scale which is inserted between bipolar adjectives. This seeks to measure the direction and intensity of the respondent's judgement of himself or herself with regard to seven pairs of adjectives.

Section C comprises twenty two statements with which the respondent was invited to indicate the extent of his or her agreement or disagreement. The twenty two statements seek to measure the head of department's attitudes to educational television in geography and together they form a Likert (1932) scale which has two sub-scales, one concerned with attitudes to pupils' viewing of geography programmes and the other with teachers' viewing of geography programmes.

Section D has three parts. In the first part there is a series of questions which ask about the school's provision of viewing and recording equipment, its availability for geography classes, the purchase and storage of video cassettes and the adequacy of television facilities for meeting the needs of the geography department. In the second part the head of department was invited to state any circumstances particular to his or her teaching, the department and the school which determined the use of educational television programmes. This is an open-ended invitation with space set aside for a lengthy response. The third part of Section D is made up of a list of television geography series currently being transmitted to schools, (though not to all secondary schools in England, Wales and Scotland because of regional variations in transmissions), and the heads of departments were asked to indicate the series for which they had obtained teachers' booklets, the series from which programmes had been viewed, recorded and retained for later use and the main audiences, by age and ability, for each series used.

Finally, teachers were thanked for completing the questionnaire, encouraged to return it and given the opportunity to request a brief summary of the results. In the accompanying letter teachers were assured of the confidentiality of their replies, though space was provided in the questionnaire for them to write their names.

The questionnaire with the accompanying letter and a stamped and addressed envelope was posted to 465 heads of departments in the last week of February 1979. The day and the date were

carefully chosen to give heads of departments time to return the questionnaire in the spring term and to give the investigator time to post a reminder letter two weeks after the initial mailing. The dates had been chosen well in advance but what the investigator was unable to anticipate was the severity of the winter weather in the early months of 1979 and the disruption caused to schools by several strikes and disputes. It is difficult to measure the impact of school closures and other results of the conditions upon the questionnaire response.

Prior to the printing and despatch of the questionnaire a number of stages had been gone through in order to ensure that the questions would elicit the types of responses which were sought. Thus, in the construction of the attitude scale a list of fifty statements was compiled, from statements from the winter term interviews and from the literature, and this was divided into the two sub-scales. After careful scrutiny of each statement it was reduced to twenty eight items and these were then randomized using random numbers. Similarly, the semantic differential scale was reduced from a longer list to eight pairs of adjectives.

A draft of the questionnaire was read by an expert in questionnaire design, two university tutors in geographical education, two educational television officers, a producer of geographical educational television programmes and an expert in educational television research. It was sent to nine heads of geography departments in different kinds of secondary schools and five of these, known personally by the investigator, were invited to write critical comments and suggest modifications to the questionnaire. As a result of this pilot testing changes were made to the appearance and layout of the questionnaire, to instructions and the design of questions. The semantic differential scale was reduced to seven pairs of adjectives and the attitude scale was reduced to twenty two statements.

The revised questionnaire was read carefully by an expert in questionnaire design and it was then decided that no further pilot testing was required.

On February 28th, 1979, the questionnaire was posted to the 465 heads of geography departments in the random sample. On March 21st, 1979, a reminder letter was sent to all those heads of departments who had not returned the questionnaire

and on April 30th it was decided to begin the analysis of the responses. Although some questionnaires were delivered after this date they were not included in the analysis. By April 30th, 308 questionnaires had been returned and the information they contained was collated and analyzed. Of the respondents 245 indicated that they wished to receive a brief summary of the results and this was prepared and posted to the teachers on June 29th, 1979. In the letter which accompanied the brief summary the heads of departments were invited to comment on the information though only one head of department responded to this invitation.

CHAPTER 8

Analysis of the Questionnaire Responses (1)

Each of the 308 returned questionnaires was carefully read by the investigator and any errors were ruled out or modified e.g. some heads of geography departments wrote 'Oxford Geography Project' in response to question B8 and since this refers to a commercially published series of textbooks and not to a Schools Council Project such responses were ruled out. Similarly, in the attitude scale in part C some respondents modified the given statements and then indicated their agreement with their own statements. In these circumstances the response was ruled out and treated as a non-response.

After this scrutiny the questionnaires were passed to the computer unit of the University of Manchester Department of Education where the responses were coded prior to computer analysis using the programs from the Education Department's program library and the CDL 7600 university computer. In the first stage of the analysis frequency distributions for all the items (variables) in the questionnaire were computed. In this chapter we shall record these frequency distributions prior to a description and interpretation of the data produced by further analyses.

(a) The Schools in the Sample

The questionnaires were posted to 465 schools and of these 31 were in Scotland and the rest in England and Wales (there were 27 Welsh schools in the sample). Generally the age of transfer to Scottish secondary school from primary schools is a year later than in England and thus it was expected that there would be several 12-18 schools represented in the respondents. Table 8.1. shows the types of schools, classified by the age range of the pupils (Question A.2 in the questionnaire) from which questionnaires were returned. Although the list from which the sample was taken classified schools into middle schools, secondary schools, and sixth form colleges some middle schools were not designated as such and so responses were received from these schools.

Table 8.1. Types of Schools classified by the age range of the pupils.

Age Range	Number of Schools	Percentage of responses
11 - 13	4	1
11 - 18	162	53
11 - 16	85	28
11 - 17	6	2
12 - 18	19	6
13 - 16	2	1
12 - 16	8	3
14 - 18	3	1
16 - 18	4	1
13 - 18	15	5
TOTAL	308	

The table (8.1.) illustrates the difficulties of generalizing between schools and employing such a commonplace label as 'secondary school' when studying the 'British' education system. Predictably the largest number of schools from which responses were received was in the 11-18 age range, though the 162 schools form only 53% of the total. Later, when the responses to questions B.12, B.13, B.14(1) and C.4 are discussed the significance of the age ranges of the pupils will become apparent.

Question A.2.(b) asked the head of department to indicate whether the school was boys only, girls only or co-educational. Table 8.2. indicates that the majority (79%) of the schools were co-educational and boys' and girls' schools were equally represented in the responses.

Table 8.2. Types of Schools classified by sex of the pupils.

Type of School	Number of Schools	Percentage of responses
Boys only	28	9
Girls only	29	9
Co-educational	242	79
No response	9	3
TOTAL	308	

To discover the sizes of the schools in the sample the respondents were asked to indicate into which category, of three stipulated, the school fitted. As Table 8.3 indicates the majority of the responding schools had less than 1,000 pupils: only a relatively small percentage were large schools (10%) and the rest (29%) were medium-sized schools. The fact that the sample contained 47% which were not 11-18 age range schools serves to bolster the smaller size category.

Table 8.3 : Types of Schools classified by numbers of pupils

Type of School	Number of Schools	Percentage of responses
Less than 1,000 pupils	186	60
1,000 - 1,499 pupils	88	29
More than 1,499 pupils	30	10
No response	4	1
TOTAL	308	

In the winter term interviews in the four local education authorities the single site or split site character of secondary schools presented particular problems in the acquisition, administration and use of AVA, including educational television. This was taken into account in the questionnaire by the inclusion of Q.A.2.(d) in which the respondent was asked to indicate whether the school was on a single site or a split site. As Table 8.4 shows, the majority (82%) of the schools were on a single site, with 17% on a split site.

Table 8.4 : Types of Schools classified by Site.

Type of School	Number of Schools	Percentage of responses
Single site	253	82
Split site	51	17
No response	4	1
TOTAL	308	

There were two questions concerning the selective character of the schools. The respondents were asked to state whether the school was comprehensive or not, and, if it was, to indicate the number of years which it had been comprehensive. The responses are shown in Table 8.5 and Table 8.6.

Table 8.5. : Types of Schools classified by organization.

Type of School	Number of Schools	Percentage of responses
Comprehensive	245	80
Not comprehensive	60	19
No response	3	1
TOTAL	308	

Table 8.6. : Length of Comprehensive School Life

Number of years of comprehensive school life	Number of Schools	Percentage of responses
Less than 5	86	35
5 - 10	104	42
More than 10	52	21
No response	3	1
TOTAL	245	

The majority of the responding schools (80%) were comprehensive schools and the majority of these (42%) had been comprehensive for between five and ten years. This length of comprehensive school life needs to be taken into account when we consider the length of experience of the heads of geography in the schools.

(b) Geography departments and the experience of heads of departments.

Throughout this study the expression 'head of geography department' recurs frequently. Already, in the winter term visits and interviews it had become clear that departments varied in size and significance in the sample of schools. In the questionnaire the heads of departments were asked to enumerate the full-time members of their departments, including themselves, and the number of teachers in their department who were shared with other departments. They were not asked to indicate the extent of departmental members' involvement in pastoral and administrative responsibilities in the schools. This aspect of departmental organization which has already been referred to in Part One will be taken up again in some detail in Part Three.

Table 8.7. : Numbers of Teachers in Geography Departments

Number of Teachers	a) Full-time members		b) Shared with other departments	
	Number of departments in schools.	Percentage of responses	Number of departments in schools.	Percentage of responses.
0	16	5	73	24
1	56	18	74	24
2	93	30	76	25
3	74	24	42	14
4	42	14	21	7
5	16	5	11	4
6	10	3	6	2
7	1	0.3	3	1
8			1	0.3
9			1	0.3
TOTAL	308		308	

The great majority of geography departments (91%) in the survey, as can be seen in Table 8.7, had four or less full-time members. 93 departments, the largest group (30%) had three full-time members. In column b) in Table 8.7 it can be seen that in 192 schools 63% of the departments shared between 1 and 3 of their members with other departments. Two heads of departments claimed to share 8 and 9 teachers with other departments. It is when one reads figures as large as this that one appreciates the problems of defining the size of a subject department. In a school with a faculty system, a faculty may offer integrated courses, e.g.humanities, to which all the faculty members contribute. A geography department may be within a faculty and the head of geography may design geographical units which may be taught by all of the teachers in the faculty and so these teachers could be defined as 'shared with other departments'. Indeed, reference to the questionnaire for the school with 9 shared teachers shows that the head of department wrote alongside the answer to the question a note which stated that the school was an 11 - 16 age range school in which humanities was taught in the first two years and the nine teachers shared this course.

If a department's autonomy is defined by the participation of members in courses run by that department then we can see, in column b) of Table 8.7 that the majority of departments (76%) share their members with other departments. Of the other 24% the questionnaire did not attempt to discover the involvement of the teachers in those departments in pastoral and administrative duties within the schools. Heavy involvement in curriculum and pastoral committees, as well as extra-curricular activities would serve to weaken the autonomy of the subject department.

Heads of geography departments were asked to state the number of years they had been heads of geography departments in their schools. It is important to notice that the question did not ask them to state for how many years they had been heads of geography departments altogether. Clearly, it is possible for a head of department to move from one school to another and not move to a more senior position. What is not known from the response is how heads of departments interpreted the words 'this school'. The head of department may have been appointed to a grammar school which was then reorganized to become part of a comprehensive school in which the head of department retained his post. The school may have changed its name and thus 'this school' could be defined as the new comprehensive school. One respondent replied to the question : '10 years in the comprehensive school and 10 years before that in the grammar school'. The zero is significant in Table 8.8 since some respondents wrote that they were heads, deputy heads or acting heads of departments and therefore could not complete this question as a head of geography department. In some schools they were awaiting newly appointed heads of departments to take up their duties and in others the heads of departments were ill and other teachers were temporarily responsible for their work.

Table 8.8 : Heads of geography departments and the length of their experience as heads of departments in the responding schools.

Years of experience as heads of geography departments in their schools	Numbers of heads of departments	Percentage of responses
0 - 2	87	28
3 - 5	75	24
6 - 10	90	29
11 - 15	33	11
16 - 20	8	3
21 +	9	3
No response	6	2
TOTAL	308	

In Table 8.8 we can see that 52% of the respondents had been heads of geography in their current schools for five years or less and 8% had been heads of geography for more than fifteen years.

Table 8.9 : Heads of geography departments and the length of their experience of teaching geography in schools.

Years of experience of teaching geography in schools	Numbers of heads of departments	Percentage of responses
1 - 5	36	12
6 - 10	107	35
11 - 15	77	25
16 +	88	28
No response	0	
TOTAL	308	

In Table 8.9, 47% of these heads of geography had been teaching geography in schools for 10 years or less, and 53% for more than 10 years. This does not account for the experience of teaching geography by the respondents elsewhere, e.g. in higher education, further education or during military service. Bearing this in mind, it is interesting that 12% of the respondents may be judged to be relatively inexperienced geography schoolteachers, i.e. they had five or less years of teaching experience. The relatively short experience of heads of geography departments as teachers and as heads of departments, as evidenced in Tables 8.8 and 8.9, possibly reflects the speed of promotion in secondary schools. Of course, it could also reflect movement of geography teachers out of school teaching. If, as is sometimes said, young teachers are more adventurous in their teaching and the use of educational television is part of this, then we would expect this to become evident in later analysis of the questionnaire returns.

(c) The extra-school professional activities of heads of geography departments.

A central hypothesis within the questionnaire study is that 'active' heads of geography departments were likely to be more involved in using educational television in geography than

other heads of geography departments, we shall look more closely at what it means 'to be involved in using educational television' later. For the moment our concern is to define the 'active' head of geography department. For the purposes of this study a distinction was made between external activity, or extra-school activity, and internal activity, or intra-school activity. There is a wide range of external activities of a professional nature in which geography teachers may be involved. What was attempted in the questionnaire was to specify a number of activities specifically concerned with geographical education. Nine activities were specified :

> membership of any working parties, committees or groups concerned with geography outside the school;
>
> membership of the Geographical Association;
>
> membership of any other professional association similar to the Geographical Association;
>
> subscriber to geography teaching journals;
>
> involvement in the work of any Schools Council curriculum development projects;
>
> involvement in the work of any other local, regional or national curriculum development projects;
>
> attendance at courses and/or conferences on geography teaching in the last twelve months;
>
> external examining in geography for G.C.E., C.S.E. or S.C.E. examination boards;
>
> viewing, in the last twelve months, some of the Open University TV programmes on geographical themes.

The responses of the heads of departments to the questions in Section B relevant to extra-school professional activities are tabulated in Table 8.10. It should be noticed that the percentages in the last columns may not add up to 100% and the small discrepancies which occur are explained by non-response.

The differences between Scottish and other heads of departments have a bearing on the responses. Thus, for Scottish teachers there is a national association of geography teachers (the Scottish Association of Geography Teachers (SAGT)) which has similar functions to the Geographical Association which serves geography teachers principally in England and Wales. In much the same way the Scottish teachers are unlikely to be involved in curriculum development projects mounted by the Schools Council since in Scotland there is a separate national curriculum development service. Scotland has a unitary system of secondary schools examinations organized by the Scottish Certificate of Education Examinations Board. Candidates are entered for the Scottish Certificate of Education (S.C.E.) examinations at Ordinary grade and Higher grade, and this is a much simpler pattern of examinations than the one to be found in England and Wales where there are C.S.E. and G.C.E. examinations, and the latter are not regionally organized. New developments, such as C.E.E. (Certificate of Extended Education) and 16+ examinations (the combination of G.C.E. O level and C.S.E. examinations), are further complications. It is not intended to pursue this discussion of examination differences any further though their importance for the external activity of heads of geography departments can be gauged from the list of working parties, committees and groups, which were referred to in the questionnaire responses, in Appendix G.

The overall impression from reading Table 8.10 is the low level of external activity of heads of geography departments in the sample. This will be referred to again in the next chapter. Less than half (40%) of the respondents were members of any working party, committee or group concerned with geography meeting outside the school, though as Appendix G shows there are numerous such groups, many of them locally based.

Membership of the Geographical Association may involve nothing more than paying one's annual subscription (often by banker's order) and then receiving publications. Just over half (53%) of the heads of geography departments were members of the Geographical Association. Other associations of which they were members include the Economics Association, the Royal Geographical Society, the Association of Teachers of Geology, the Geological Society of London, the Field Studies Council, the Association for Teachers of Social Science, the Scottish Association of Geography Teachers, and the Royal Scottish Geographical Society.

Table 8.10 : Heads of geography departments and their extra-school professional activities.

Extra-school professional activities	Numbers of heads of departments		Percentage of responses	
	Yes	No	Yes	No
1.Member of any working party, committee or group:				
(a) membership of one	122	186	40	60
(b) membership of two	42	266	14	86
(c) membership of three	11	297	4	96
2. Member of the Geographical Association:	162	145	53	47
3. Member of other professional associations:				
(a) membership of one	72	236	23	77
(b) membership of two	20	288	6	94
4.Subscriber to geography journals:				
(a) Teaching Geography	167	137	54	45
(b) Classroom Geographer	69	234	22	76
(c) Journal of S.A.G.T.	26	273	8	89
5.Involvement in Schools Council curriculum development projects:				
(a) involvement in one	83	225	27	73
(b) involvement in two	12	296	4	96
(c) involvement in three	1	307	0.3	99.7
6.Involvement in other projects:				
(a) involvement in one	53	255	17	83
(b) involvement in two	7	301	2	98
(c) involvement in three	3	305	1	99
7.Attendance at Courses and Conferences:				
(a) attendance at one	157	151	51	49
(b) attendance at two	55	253	18	82
(c) attendance at three	10	298	3	97
8.External examiner or moderator:				
(a) for one board	43	265	14	86
(b) for two boards	30	278	10	90
(c) for three boards	10	298	3	97
9.Viewer of O.U.geography programmes:	151	136	44	49

Of the 72 teachers who belonged to an association similar to the Geographical Association, fifteen were from Scottish schools. Of the 25 Scottish respondents 9 (36%) were members of the Geographical Association and the fifteen belonging to similar associations were 60% of the Scottish sample.

Although there are three major Schools Council geography curriculum development projects (the Geography for the Young School Leaver Project, the Geography 14-18 Project and the Geography 16-19 Project) only 27% of the respondents had involved their departments in the work of one project and 4% in two projects. In addition to the three geography projects reference was made by four respondents to the Schools Council Integrated Studies Project and two to the Humanities Curriculum Project.

Fewer heads of departments were involved in other local, regional or national curriculum development projects. Of the 53 respondents involved in one such project 12 of these were Scottish heads of departments and 4 of the 7 involved in two such projects were Scottish heads of departments. By considering items 5 and 6 in Table 8.10 we can see that the majority of heads of geography departments are not involved in any curriculum development projects organized outside their schools. The curriculum development network encompasses a small proportion of the heads of department in this sample.

Question B.10 in the questionnaire asked the head of department about any courses and/or conferences attended in the last twelve months. For any course or conference the respondent was asked to state the name of the course or conference, its duration and place where it was held. The definition of course or conference was not specified and it could include, on the one hand, an hour long conference of geography teachers after school in a teachers' centre and, on the other, a one-year part-time advanced course in a university or college of higher education. As can be seen in Table 8.10 just over half of the heads of departments (51%) in the sample attended a course or conference.

Appendix G(2) shows the number of advisory panels, consortia and working groups concerned with examinations in which the respondents were involved. A relatively small number of the respondents were moderators or examiners for external examinations boards. Forty-three heads of departments (14%) were employed by one board and thirty by two boards (10%).

Although a relatively small number of heads of departments attended courses or conferences, (157 attended one course or conference in twelve months) a similar number (151) viewed Open University TV programmes on geographical themes over the same period. This number seemed, to the investigator, to be a high one and it raised an interesting question in terms of the subject of the investigation : Are those teachers who turn to Open University geography programmes for their own interest, information and, possibly, entertainment likely to use television in the education of their pupils? To answer this question more data are required than the questionnaire provides. We would need detailed information about such topics as the number of programmes viewed, the types of programmes, the reasons for viewing, the linkage between Open University programmes and the syllabuses of the head of department and the head of department's evaluation of the programmes. In the absence of such data an answer to the question would be of very limited value.

In the second stage of the analysis reported in Chapter 9, the responses tabulated in Table 8.10 were totalled to give an 'extra-school activity score' and this will be discussed later.

(d) The intra-school professional activities of heads of geography departments.

Apart from the two questions on external examinations (B.12 and B.13 on the questionnaire) the other questions which sought to obtain information about the intra-school professional activities of heads of geography departments were framed in a series of statements and the respondents were asked to indicate whether they agreed or disagreed with them : they could also indicate, by the inclusion of a column bearing a question mark at the head, whether they were undecided. Table 8.11 includes the undecided column but it excludes a column to show the amount of non-response. The non-response accounts for the discrepancies between the percentage totals and the 100% total for any of the twelve items in the table.

In selecting the items to be included in this intra-school activity category it was decided that questions should be asked about the substantive bias of syllabuses, organization of courses, arrangements of staffing, departmental organization, methods of teaching and external examinations. The principal

Table 8.11 : Heads of geography departments and their intra-school professional activities.

Intra-school professional activities.	Numbers of heads of departments (percentages of responses in brackets)		
	Yes	Undecided	No
1.Entered candidates for Mode II or Mode III examinations.	69(22%)	-	227(74%)
2.Entered candidates for examinations with modern approaches.	111(36%)	-	173(56%)
3.Designed regionally based syllabuses.	74(24%)	42(14%)	180(58%)
4.Developed integrated courses.	110(36%)	21(7%)	167(54%)
5.Encouraged the use of visual aids.	277(90%)	22 (7%)	5 (2%)
6.Made team teaching important.	31(10%)	55(18%)	210(68%)
7.Tried to ensure that pupils engage in fieldwork.	241(78%)	34(11%)	28(9%)
8.Tried to ensure that most fieldwork is based on modern quantitative methods.	108(35%)	110(36%)	83(27%)
9.Had frequent organized departmental meetings.	175(57%)	73(24%)	50(16%)
10.Traditional approach to teaching of geography.	110(36%)	76(25%)	116(38%)
11.Encouraged the frequent use of games and simulations.	85(28%)	94(31%)	127(41%)
12.Made economic and human geography dominant.	94(31%)	83(27%)	129(42%)

problems encountered were deciding on the level of generality to employ and the precise framing of statements which would be comprehensible to the respondents. The content of the statements was largely influenced by a review of the recent literature on geographical education (including Bailey, 1974, Graves, 1975 and 1979, Hall, 1976, Marsden, 1976 and Tolley and Reynolds, 1977), the investigator's subjective experience of school visits and the information obtained during the interviews with heads of geography departments in the first part of this study.

In reading the statements some heads of departments had difficulty deciding whether or not they agreed with some of them. This is reflected in the numbers in the undecided column in Table 8.11. Notice item 8, where more respondents were undecided than agreed or disagreed with the statement about fieldwork and modern quantitative methods. Some heads of departments crossed out modern and some others crossed out quantitative before indicating that they were undecided. The use of adjectives such as 'frequent', 'most' and 'majority' in the statements caused some apprehension. However, these words were included specifically to help in distinguishing between respondents. By employing superlatives it was assumed that the respondents would have to indicate more sharply their level of activity and in so doing the risk of obtaining many undecided responses was considered to be inevitable.

Not all schools entered candidates for external examinations since some schools in the sample had restricted age groups, as has been recorded in Table 8.1 Thus 4% of the heads of departments did not respond to Question B.12 (item 1 in Table 8.11) and 8% did not respond to Question B.13 (item 2 in Table 8.11). Other heads of departments who did not enter candidates for external examinations are included in the 'No' column A small number of respondents indicated that they were not sure what was meant by 'modern approaches to the subject' or named a syllabus and asked the investigator to decide whether or not the syllabus had a modern emphasis. Fortunately, this latter group was in a minority and reference to examination board syllabuses indicated whether the syllabus was a recent alternative syllabus which was modern in its emphasis.

The assumption underlying the questions on examinations was that a teacher was judged to be more active if he entered candidates for Mode II (group-based) or Mode III (school-based) examinations and for examinations with modern approaches than otherwise. It should be noticed that the option of

designing Mode II or Mode III examinations was not open to heads of departments in Scotland and thus all the 25 Scottish schools in the sample returned a nil response to Question B.12.

The majority of heads of geography departments in the sample had not designed the majority of their geography syllabuses on a regional base and they had not made economic and human geography more dominant than physical geography in their departments. The majority had not developed integrated courses in which geography plays an important part and they had not made team teaching an important feature of their departments. With regard to teaching methods the majority encouraged the frequent use of films, slides and filmstrips in all geography courses in their departments, though a minority encouraged the frequent use of games and simulations in those courses. The majority tried to ensure that most pupils engage in fieldwork in their geography courses and that this fieldwork is based on modern quantitative methods. The division between those respondents who agreed with the statement that their departments were largely traditional in their approach to the teaching of the subject and those who disagreed was very narrow (110 : 116) with those who disagreed being very slightly ahead (by 2%). The majority of geography departments held frequent organized departmental meetings to discuss the teaching of geography.

In later analysis, as recorded in Chapter 9, the responses to these questions about intra-school professional activity were totalled to give an 'intra-school activity score'.

(e) Head of geography departments' teaching self-assessment.

The semantic differential technique was employed in Question B.15 in an attempt to obtain descriptions by heads of geography departments of their teaching of geography. The adjectives used in the scale were selected from those used by heads of geography departments during the interviews conducted in the winter term. In selecting and listing the adjectives the investigator made the subjective judgement that active heads of geography were likely to be looking for change, ambitious, interested, frustrated, energetic, organized and modern with regard to geography teaching. To measure the extent of the head of department's leaning to one side or the other for each pair of adjectives a seven point scale was used. Care was taken to ensure that the adjectives at each extreme were opposed to each other and that the position of the pairs of adjectives in the list and the location of the 'active side' were randomized to counteract response set due to position.

Table 8.12 : Heads of geography departments and geography teaching.

WITH REGARD TO GEOGRAPHY TEACHING I AM :

	1	2	3	4	5	6	7	
1.looking for change	15 (5)	45 (15)	75 (24)	94 (31)	42 (14)	14 (5)	17 (6)	suffering from too much innovation
2.ambitious	52 (17)	74 (24)	78 (25)	54 (18)	22 (7)	16 (5)	7 (2)	unambitious
3.interested	161 (52)	76 (25)	39 (13)	9 (3)	9 (3)	5 (2)	4 (1)	bored
4.frustrated	10 (3)	22 (7)	49 (16)	67 (22)	66 (21)	64 (21)	25 (8)	satisfied
5.energetic	64 (21)	101 (33)	58 (19)	47 (15)	17 (6)	11 (4)	5 (2)	tired
6.organized	78 (25)	106 (34)	73 (24)	27 (9)	8 (3)	8 (3)	1 (0)	disorganized
7.modern	13 (4)	56 (18)	58 (19)	75 (24)	50 (16)	26 (8)	27 (9)	traditional

(Figures in brackets are percentage figures for each pair of adjectives).

Table 8.13 : Heads of geography departments and geography teaching : a simplification of Table 8.12.

WITH REGARD TO GEOGRAPHY TEACHING I AM :

	1-3	4	5-7	
1.looking for change	44%	31%	25%	suffering from too much innovation
2.ambitious	66%	18%	14%	unambitious
3.interested	90%	3%	6%	bored
4.frustrated	26%	22%	50%	satisfied
5.energetic	73%	15%	12%	tired
6.organized	83%	9%	6%	disorganized
7.modern	41%	24%	33%	traditional

Tables 8.12 and 8.13 should be read in conjunction. Table 8.12 shows the finer discrimination between each of the seven points on the scale while the other table is a cruder presentation which shows the overall bias of the respondents to one side or the other in each pair of adjectives. The number of teachers selecting the middle point of the scale is noticeable for items 1, 4 and 7 where the respondents circling number 4 on the scale exceed any other group on the respective scales. In Table 8.13 it can be seen that item 4, frustrated - satisfied, has a majority on the right-hand side of the scale and is exceptional because of this. Interestingly, twice as many heads of departments claimed to be extremely traditional than extremely modern though almost a quarter (24%) of them indicated that they were in the middle of this division. During the interviews in the winter term several heads of geography departments stated that they were frustrated in various aspects of their work, including their teaching and very few expressed satisfaction, yet in this sample only 26% stated that they were frustrated, and only 3% were extremely frustrated, while 50% were satisfied and 8% extremely satisfied. Similarly, in the winter term interviews, several heads of geography complained about the pressures they experienced from changes occurring in geography outside the school, though, in their geography teaching more of the questionnaire respondents claimed to be 'looking for change' than 'suffering from too much innovation'.

Heads of geography departments in the sample were largely very interested, energetic and organized with regard to their geography teaching, as evidenced in Tables 8.12 and 8.13.

In the next chapter the data from the semantic differential scale will be collated to give scores for the respondents' teaching self-assessment.

(f) Attitudes to educational television programmes in geography.

In Section C of the questionnaire there is a list of twenty two statements and the respondents were invited to indicate, on a five point scale, the extent of their agreement with them. These statements formed two attitude scales, one related to teachers and educational television programmes in geography and the other to pupils and educational television programmes in geography. For each scale there were equal numbers of favourable and unfavourable statements. The statements appeared in random order on the questionnaire.

Table 8.14 : Attitudes to Teachers and Educational Television Programmes in Geography.
(the numbers in brackets are percentages for each statement)

(a) Unfavourable Statements

	Strongly agree	Agree	Un-decided	Disagree	Strongly disagree
1. Few educational TV programmes in geography are worth keeping on cassette for more than a term.	11 (4%)	49 (16%)	57 (18%)	131 (42%)	51 (17%)
2. Educational TV programmes in geography are irrelevant to our school syllabuses.	7 (2%)	49 (16%)	41 (13%)	151 (49%)	54 (17%)
3. Showing educational TV programmes adds very little to more conventional methods of teaching geography.	0	26 (8%)	42 (14%)	193 (63%)	41 (13%)
4. Educational TV programmes in geography are very difficult to follow up in the classroom.	7 (2%)	43 (14%)	65 (21%)	161 (52%)	26 (8%)
5. Educational TV programmes contribute very little new geographical information.	7 (2%)	50 (16%)	51 (17%)	165 (54%)	27 (9%)
6. With geography classes preparing for external examinations time is too precious to be wasted on watching educational TV programmes.	10 (3%)	53 (17%)	63 (20%)	139 (45%)	36 (12%)
7. Teachers usually use educational TV programmes in geography as a rest from teaching.	7 (2%)	26 (9%)	56 (18%)	135 (44%)	73 (24%)

Table 8.14 : Attitudes to Teachers and Educational Television Programmes in Geography. (Continued)

(b) Favourable Statements

	Strongly agree	Agree	Un-decided	Disagree	Strongly disagree
8. Educational TV programmes provide geographical information not readily available for teachers.	29 (9%)	150 (49%)	45 (15%)	69 (22%)	8 (3%)
9. Educational TV programmes in geography are a valuable additional resource to go along with books, films and filmstrips.	98 (32%)	177 (58%)	18 (6%)	5 (2%)	5 (2%)
10. Educational TV programmes in geography break up the monotony of chalk and talk lessons for the teacher.	31 (10%)	189 (61%)	30 (10%)	39 (13%)	7 (2%)
11. My geography lessons would be much poorer if I was unable to show my pupils educational TV programmes.	10 (3%)	71 (23%)	85 (28%)	101 (33%)	35 (11%)
12. Exercises, discussions and other learning activities can be easily linked to educational TV programmes in geography.	14 (4%)	162 (53%)	77 (25%)	41 (13%)	3 (1%)
13. Educational TV programmes provide useful detailed case study material for geography lessons.	42 (14%)	184 (60%)	52 (17%)	17 (5%)	4 (1%)
14. Educational TV programmes provide an up-to-date resource for geography lessons.	42 (14%)	198 (64%)	36 (12%)	19 (6%)	3 (1%)

Table 8.15 : Attitudes to Pupils and Educational Television in Geography.
(the numbers in brackets are percentages for each statement).

	Strongly agree	Agree	Un-decided	Disagree	Strongly disagree
(a) Unfavourable Statements					
1. Educational TV programmes in geography are ignored by most pupils, who see too much TV at home.	10 (3%)	37 (12%)	75 (24%)	161 (52%)	17 (5%)
2. Educational TV programmes in geography usually contain language too difficult for most of my pupils to understand.	6 (2%)	64 (21%)	71 (23%)	148 (48%)	13 (4%)
3. Pupils learn very little from watching educational TV programmes in geography.	5 (2%)	13 (4%)	52 (17%)	187 (61%)	43 (14%)
4. Educational TV programmes in geography are regarded largely as entertainment by the pupils.	4 (1%)	74 (24%)	78 (25%)	117 (38%)	24 (8%)
(b) Favourable Statements					
5. Educational TV programmes make a particularly useful contribution to the geographical learning of pupils in the 11-13 age group.	27 (9%)	132 (43%)	85 (28%)	51 (17%)	3 (1%)
6. Educational TV programmes in geography help to enrich the background knowledge of pupils from poor homes.	74 (24%)	151 (49%)	52 (17%)	22 (7%)	4 (1%)
7. Educational TV programmes provide geographical information in a way that cannot be matched by any other resources in the classroom.	58 (19%)	115 (37%)	51 (17%)	75 (24%)	3 (1%)
8. Most educational TV programmes in geography are pitched at the right level for my pupils.	5 (2%)	113 (37%)	103 (33%)	76 (25%)	3 (1%)

In Table 8.14 the statements related to teachers and educational television programmes in geography have been divided into unfavourable and favourable statements and the responses recorded. For all seven unfavourable statements more than half the respondents disagreed with them. The statements which yielded the highest measures of extreme disagreement were statements 1 and 2. From the table we can see that the majority of the heads of geography departments who returned questionnaires considered that educational television programmes in geography are worth keeping on a cassette for more than a term, are relevant to their syllabuses, add much to conventional methods of teaching geography, are not difficult to follow up in the classroom, contribute much new geographical information, are worth showing to examination classes and teachers do not use them in geography as a rest from teaching.

With the exception of statement 11, more than 57% of teachers agreed with the favourable statements. The strength of these favourable attitudes can be judged from the fact that in four cases (statements 9, 10, 13 and 14) more than 70% of the respondents agreed with the statements. Statement 11 is exceptional, with the highest number of respondents stating that they were undecided (85 : 28%) and the majority disagreeing with the favourable statement.

Taking both groups of statements into account the evidence indicates a predominantly favourable disposition of these heads of geography departments to educational television programmes in geography as they relate to teachers.

In Table 8.15 the eight statements relating to pupils and educational television in geography have been divided into two groups. The majority of the respondents indicated that they considered that educational television programmes in geography are not ignored by most pupils, do not contain language too difficult for most of their pupils to understand and pupils learned much from watching them. Although more respondents disagreed with statement 4 than agreed with it, a quarter of them were undecided. Many more strongly disagreed with it than strongly agreed with it. A high percentage (33%) of respondents was also undecided about statement 8. While more agreed with the statement than disagreed with it (118 : 79%) the response to this statement is exceptional in so far as the other three favourable statements were agreed to by more than 50% of the respondents. Thus the heads of geography who gave information for these statements indicated

that most of them agreed that educational television programmes in geography make a particularly useful contribution to the geographical learning of pupils in the 11-13 age group, help to enrich the background knowledge of pupils from poor homes and provide geographical information in a way that cannot be matched by any other resources in the classroom.

Information in both Tables 8.14 and 8.15 was totalled to give scores for heads of departments' attitudes to educational television programmes in geography and these are examined in the next chapter.

(f) The availability of television viewing and recording facilities.

In Section D seven statements were made about the availability of television facilities and the respondents were asked to indicate whether or not each one was applicable to their schools. In 269 of the schools (87%) there were television viewing facilties for geography classes. Of these 230 (74% of the sample) heads of departments had to take their pupils to a special viewing room to watch television programmes. In 198 schools (64%) schools television programmes were watched in colour and in 259 schools (84%) programmes could be video-recorded. In 162 schools (53%) there was a technician or auxiliary with a special responsibility for audio-visual aids who recorded television programmes. In the majority of the schools (67%) video cassettes were purchased from departmental allowances, in 32% from school AVA allowances, and in 9% from extra-school funds.

147 of the heads of departments (48%) stated that in their schools the geography departments had adequate television viewing and recording facilities for their current needs. However, 87% of the schools had television viewing facilities and it is clear that many heads of geography departments consider the provision as unsatisfactory. It appears that if the facilities were adequate much more use would be made of educational television programmes in geography.

The information in D.1 was totalled to give scores for educational television facilities in the schools and this is discussed in the next chapter.

(g) The use made of educational television programmes in geography.

Section D.3 of the questionnaire invited heads of departments to record for a list of schools' television geography series those series for which they obtained teachers' booklets, viewed, recorded and retained programmes. There were eighteen series listed and these were transmitted in the winter and spring terms in the 1978-1979 school year : nine programmes were produced by the BBC and nine by ITV. Since respondents came from England, Wales and Scotland they were only able to view those programmes transmitted to their regions and the variations must be taken into account when reading Table 8.16.

This table is interesting not only because it shows the numbers of heads of departments in the sample who viewed, recorded and retained particular series, it also indicates the discrepancies between knowledge about the series, shown by the numbers of booklets obtained and the programmes from each series viewed. Obviously, some teachers would have obtained the booklets and not watched any programmes and vice versa. For the ITV series Neighbours and Look Around and for the BBC series Geography for Secondary I and II and Around Scotland more booklets were obtained than series viewed. Apart from the BBC series On the Rocks there is a close relationship between the numbers obtaining booklets and viewing series. The On the Rocks series had a relatively expensive book rather than a booklet to accompany it.

The information collected from Section D.3 was totalled to give three scores : obtaining booklets, programmes viewed and programmes recorded and these are discussed in the next chapter.

Table 8.16 : The Use Made of Educational TV Programmes in Geography.

TV Series	Teachers' booklets obtained	Programmes from each series: Schools viewing	Schools recording	Schools retaining
(i) ITV				
The Land	98(32%)	116(38%)	103(33%)	88(29%)
Neighbours	18(6%)	7(2%)	6(2%)	8(3%)
Work	30(10%)	36(12%)	30(10%)	24(8%)
Look Around	11(4%)	9(3%)	9(3%)	6(2%)
The World Around Us	20(6%)	21(7%)	11(4%)	7(2%)
Meeting our Needs	3(1%)	5(2%)	5(2%)	2(1%)
About Wales	6(2%)	6(2%)	5(2%)	4(1%)
Naturally Scottish	1(0.3%)	0	0	0
Making a Living	5(2%)	6(2%)	4(1%)	2(1%)
(ii) BBC				
Wales & Beyond	2(1%)	3(1%)	0	2(1%)
Geography for Secondary I and II	18(6%)	15(5%)	15(5%)	10(3%)
Landscape	14(4%)	18(6%)	15(5%)	11(4%)
Let's Look at Wales	6(2%)	9(3%)	6(2%)	7(2%)
Location Britain	86(28%)	95(31%)	83(27%)	70(23%)
Near and Far	32(10%)	32(10%)	32(10%)	23(7%)
Europe from the Air	86(28%)	103(33%)	90(29%)	71(23%)
Around Scotland	12(4%)	11(4%)	10(3%)	7(2%)
On the Rocks	59(19%)	92(30%)	84(27%)	71(23%)
(iii) Other Series				
Living in a Developing Country	15(5%)	24(8%)	23(7%)	21(7%)
USA	13(4%)	17(5%)	19(6%)	19(6%)

CHAPTER 9

Analysis of the Questionnaire Responses(2)

In the previous chapter the responses to the questions in the questionnaire were described in terms of the numbers answering each question. The responses were divided into nine sections and it was stated that in further analysis an attempt would be made to total the responses in each section. These sections are :

(a) extra-school professional activities;
(b) intra-school professional activities;
(c) teaching self-assessment;
(d) attitudes to teachers and educational television programmes in geography;
(e) attitudes to pupils and educational television programmes in geography;
(f) availability of television facilities;
(g) obtaining teachers' booklets for television series;
(h) viewing series;
(i) recording series;

For each of these sections it was possible to calculate an index, or score, to generalize from the detail discussed in chapter 8. In addition items (d) and (e) were combined to give an overall score for attitudes. In this chapter each of these scores will be described in turn and then the relationships between them examined.

(a) Extra-school professional activities.

To total this score every positive answer to the questions in the section was allocated one unit. Every respondent was then given a score and if all the spaces given in Questions B.4,6, 8,9, 10, and 11 had been used and if positive answers had been given to Questions B.5, 7 and B.14.k, then the maximum score would have been 21. Table 9.1 shows the scores of heads of departments on this measure. The mean score is 5.675. If a head of department had belonged to one working party, committee or group and one professional association, and had been involved in one curriculum development project, attended one course or conference, been an examiner or moderator for one examinations board and watched some of the Open University television programmes he would have scored six on this measure.

Table 9.1 : Heads of geography departments and their extra-school activity.

Extra-school activity score	Numbers of heads of departments	Percentage of responses
0 - 2	35	11
3 - 5	121	39
6 - 8	111	36
9 - 11	35	11
12 - 14	5	2
15 and 16	1	0
TOTAL	308	

Mean : 5.675 Standard deviation : 2.695

(b) Intra-school professional activities.

To total this score the same calculation was made as for (a) above with the difference that the scores for Questions B.14(a) and B.14(h) were reversed. For each of the statements in B.14(a - j) there are three possible answers and the positive answer in each case was allocated one unit. In this measure the lower the total score the more are the number of positive responses. If the respondent answered all parts of the section positively the highest score (the minimum number of units) would be 12. Scores in excess of 24 signify a high number of negative (i.e. disagreements) responses and the lower the level of intra-school professional activity. The distribution of scores is recorded in Table 9.2.

Table 9.2. : Heads of geography departments and their intra-school activity.

Intra-school activity score	Numbers of heads of departments	Percentage of responses
0 - 5	1	0
6 - 10	2	1
11 - 15	19	6
16 - 20	106	34
21 - 25	152	50
26 - 30	27	9
TOTAL	307	

Mean : 20.919 Standard deviation : 3.611

45 heads of departments (15% of 307 respondents) scored more than 24. As can be seen in Table 9.2 the mean is 20.919 which indicates a relatively low level of intra-school professional activity.

(c) teaching self-assessment.

In the semantic differential scale the positive adjectives were subjectively judged to be looking for change, ambitious, interested, frustrated, energetic, organized and modern. The scores for the unambitious-ambitious and traditional-modern pairs were reversed and then the responses were totalled.

Table 9.3 : Heads of geography departments and the self-assessment of their geography teaching (scores).

Self-assessment score	Numbers of heads of departments	Percentage of responses
0 - 10	1	0
11 - 20	122	40
21 - 30	169	55
31 - 40	13	4
TOTAL	305	

Mean : 21.872 Standard deviation : 4.655

Table 9.3 shows the distribution of the scores. If a respondent had circled 1 for each of the pairs his score would have been 7 (taking into account the reversals of (b) and (g)) and it would have been 49 if the other extremes had been chosen. A teacher who scored 4 for each item would have totalled 28. In Table 9.3 we can see that the mean is 21.872 which indicates a general leaning towards the positive side of the scale.

(d) Attitudes to teachers and educational television programmes in geography.

In totalling the responses to the statements in the teachers' sub-scale in the attitude scale, the responses to the unfavourable statements were reversed, i.e. a negative response to an unfavourable statement was given a low number. The scores were then totalled and the frequencies calculated. The frequencies are shown in Table 9.4.

Table 9.4 : Heads of geography departments' attitudes to television (teachers' scale).

Attitudes to television (score on teachers' scale)	Numbers of heads of departments	Percentage of responses
10 - 20	9	3
21 - 30	89	29
31 - 40	167	55
41 - 50	33	11
51 - 60	5	2
TOTAL	303	

Mean : 33.221 Standard deviation : 6.837

The respondent who agreed strongly with each favourable statement and disagreed strongly with each unfavourable statement would have scored a maximum of 14. The opposite of this would have been 70. A respondent who was undecided on each statement would obtain a maximum score of 42. The mean for the respondents on this measure was 33.221 indicating a strong bias towards the favourable side of the scale.

(e) Attitudes to pupils and educational television programmes in geography.

The same method of calculating scores was adopted in this sub-scale as in the teachers' scale described above. In this scale the highest score (indicating the least favourable attitudes) is 40 and the lowest (indicating the most favourable attitudes) is 8.

Table 9.5 : Heads of geography departments' attitudes to television (pupils' scale).

Attitudes to television (score on pupils' scale)	Numbers of heads of departments	Percentage of responses
5 - 10	2	1
11 - 15	33	11
16 - 20	136	45
21 - 25	109	36
26 - 30	21	7
31 - 35	1	0
36 - 40	1	0
TOTAL	303	

Mean : 19.960 Standard deviation : 4.010

As can be seen in Table 9.5 the mean for all the respondents is 19.960 which again shows a bias towards the favourable side of the scale. A score of 24 would have been gained by a respondent who was in the undecided category for all of the statements in the scale.

Table 9.6 : Heads of geography departments' attitudes to television (scores).

TV Attitudes Score (Teachers' and Pupils' Scales)	Numbers of heads of departments	Percentage of responses
20 - 30	4	1
31 - 40	25	8
41 - 50	81	27
51 - 60	130	43
61 - 70	48	16
71 - 80	12	4
81 - 90	3	1
TOTAL	303	

Mean : 53.182 Standard deviation : 9.933

In Table 9.6 the scores for the two sub-scales have been calculated together for the respondents and an overall attitude scale produced. A respondent who was undecided on every statement would have scored 66 and a respondent who agreed strongly with all of the statements (including the reversals) would have scored 22. The table shows the generally favourable disposition of heads of departments to educational television programmes in geography.

(f) Availability of television facilities.

In calculating the scores for the availability of television facilities responses to Question D.1 a - e were used. The responses to D.1.b were reversed, i.e. a special viewing room was not considered a good facility. A respondent with access to all the facilities in the list would score 5. The frequency of scores is shown in Table 9.7 and it can be seen that the mean for facilities was 3.136.

Table 9.7 : The availability of educational television facilities (scores).

Score for availability of educational television facilities	Numbers of heads of departments	Percentage of responses
0	8	2
1	30	10
2	30	10
3	107	35
4	110	36
5	23	7
TOTAL	308	

Mean : 3.136 Standard deviation : 1.167

(g) Obtaining teachers' booklets.

As was mentioned in chapter 8 some of the geography schools' television series in the list in Section D.3 of the questionnaire were transmitted only to certain regions and thus it was most unlikely that any head of department would obtain teachers' booklets for all the series.

Table 9.8 : Heads of geography departments and educational television series booklets.

Number of booklets obtained by heads of departments	Numbers of heads of departments	Percentage of responses
0	132	43
1 - 2	80	26
3 - 4	64	21
5 - 6	19	6
7 - 8	9	3
9 - 10	3	1
More than 10	1	0
TOTAL	308	

Mean : 1.792 Standard deviation : 2.246

As can be seen in Table 9.8 only 32 respondents (10%) obtained more than 4 booklets and the mean was 1.792. 132 heads of geography departments (43%) had not obtained any booklets.

In Fig.7.1 the decision-maker is shown to exercise his choice on the basis of the options available, his information and his attitudes. If it is assumed that a head of department's knowledge about educational television programmes is derived from the teachers' booklets published by the television producing companies to accompany their series then, from the evidence in Table 9.8, we must conclude that these heads of departments are poorly informed.

(h) Viewing television series.

In chapter 8, Table 8.15 shows the numbers of heads of departments who viewed particular geography series with their pupils. Table 9.9. shows the numbers of series which were viewed per school in the sample.

Table 9.9 : Educational television series in geography viewed by pupils.

Numbers of series viewed by pupils	Numbers of heads of departments	Percentage of responses
0	98	32
1	43	14
2	50	16
3	44	14
4	31	10
5	22	7
6	6	2
7	9	3
8	3	1
9	0	0
10	2	1
TOTAL	308	

Mean : 2.117 Standard deviation : 2.100

In this table we can see that 98 heads of departments (32%) had not viewed any of the series. The mean for the total of respondents was 2.117 series. Although this mean appears to be very low, considering the number of series available for viewing and the generally favourable attitudes to educational television recorded for heads of departments, it should not be overlooked that 68% of the respondents had viewed programmes from at least one series. What we do not know from the table is how many programmes from any series were viewed and, also, we do not know how many times any programme was used with various classes. Another consideration is that the questionnaire

was mailed in the middle of the spring term and some heads of departments may have recorded programmes and were retaining them for viewing by pupils later in the school year.

(i) Recording television series.

Table 9.10 : Educational television series in geography recorded in schools.

Numbers of geography series from which programmes were recorded	Numbers of heads of departments	Percentage of responses
0	117	38
1	46	15
2	36	12
3	44	14
4	32	10
5	17	5
6	7	2
7	5	2
8	2	1
9	0	0
10	2	1
TOTAL	308	

Mean : 1.870 Standard deviation : 2.035

Whereas 210 respondents (68%) had viewed television programmes with their pupils 191 (62%) had recorded programmes. The mean for the respondents was 1.870 series. The numbers and percentages for 1, 2, 3, 4 and 5 series is comparable between Tables 9.9 and 9.10. The statistical significance of this relationship was computed and this will be discussed in the next section.

Relationship between the scores

In designing the questionnaire it was assumed that if heads of geography departments were very active in extra-school activities and in intra-school activities they were likely to be better informed about educational television and they would

view and record more programmes than less active heads of departments. This hypothesis presumes the availability of viewing and recording facilities. It was also assumed that teachers with favourable attitudes to educational television programmes would view and record more programmes than those with unfavourable attitudes. Also teachers with more positive self-assessment scores would view and record more series than those with more negative self-assessment scores.

By calculating product moment correlation coefficients for the ten scores we have described in this chapter it is possible to draw up the matrix shown in Table 9.11. It is not intended to explain the statistical calculations which are used to produce these correlations. To interpret them it is necessary to understand that when there is perfect agreement between two scores then the product moment correlation coefficient is +1.0. If the agreement is random then the coefficient is 0.0 and if it is perfect in the reverse direction then it is -1.0. In calculating some of the scores we employed the lowest number to give the highest score and others equated high numbers with high scores. Thus some of the correlations in the matrix will be significant even though there are negative signs in front of the coefficients.

To interpret the matrix it is necessary to refer to correlation tables and these show that for ten variables with 300 degrees of freedom correlations of 0.253 are significant at the 1% level and 0.223 at the 5% level.

Reading across the matrix from left to right and taking each score in turn we find the following statistically significant correlations :

Extra-school activity and intra-school activity at 1%;
Extra-school activity and self-assessment at 5%;
Intra-school activity and self-assessment at 1%;
Attitudes(teachers and pupils) and attitudes(teachers) at 1%;
Attitudes(teachers and pupils) and attitudes(pupils) at 1%;
Attitudes(teachers and pupils) and teachers' booklets at 1%;
Attitudes(teachers and pupils) and programmes viewed at 1%;
Attitudes(teachers and pupils) and programmes recorded at 1%;
Attitudes(teachers and pupils) and availability of equipment at 5%;
Attitudes(teachers) and attitudes (pupils) at 1%;
Attitudes(teachers) and teachers' booklets at 5%;
Attitudes(teachers) and programmes viewed at 1%;
Attitudes(teachers) and programmes recorded at 1%;
Attitudes(teachers) and availability of equipment at 5%;
Teachers' booklets and programmes viewed at 1%;
Teachers' booklets and programmes recorded at 1%;
Programmes viewed and programmes recorded at 1%;
Programmes viewed and availability of equipment at 1%;
Programmes recorded and availability of equipment at 1%.

There are highly significant correlations between the first three scores : tne two scores for teacher activity and the self-assessment score. However there are no significant correlations between these three scores and the three scores for television behaviour : obtaining booklets, viewing and recording programmes.

There are highly significant correlations between the attitudes (teachers and pupils) score and television behaviour. When the teachers scales and the pupils scales are divided, while there are significant correlations between the attitudes (teachers) scale and the three measures of television behaviour, these correlations are not significant for the attitudes (pupils) scales. Interestingly, there is a significant correlation between attitudes (teachers) to educational television and the availability of equipment score, but again this is not the case for the other attitude sub-scale. There are highly significant correlations between the teachers' booklets obtained and the viewing and recording of programmes.

Predictably, there are highly significant correlations between programmes viewed and the availability of equipment and programmes recorded and the availability of equipment.

To throw some light on these correlations analyses of variance were undertaken. In this statistical procedure comparisons are made between groups within the sample in order to see how the groups vary between themselves and the measures for the sample as a whole. The variance of a set of data is the mean square deviation of the selected items from their grand mean, i.e. the average for the whole sample. Eighteen items (variables) were selected from the list of questions in the questionnaire and these are presented here as pairs or groups :

(a) Television geography programme viewers - non-viewers,
(b) Respondents from Scottish schools - non-Scottish schools,
(c) Heads of departments with adequate television facilities - inadequate television facilities,
(d) Heads of departments in boys' schools, girls' schools, mixed schools,
(e) Heads of departments in small schools, medium-sized schools, large schools,
(f) Heads of departments in single site schools - split site schools,
(g) Heads of departments in comprehensive schools - non-comprehensive schools,

Table 9.11 : Product moment correlations between ten scores

	Extra-school activity	Intra-school activity	Self-assessment	Attitudes (Teachers and Pupils)
Extra-school activity	1.000	0.368	-0.230	0.014
Intra-school activity		1.000	-0.318	-0.069
Self-assessment			1.000	0.062
Attitudes (Teachers and Pupils)				1.000
Attitudes (Teachers)				
Attitudes (Pupils)				
Teachers' Booklets				
Programmes Viewed				
Programmes Recorded				
Availability of equipment				

Attitudes (Teachers)	Attitudes (Pupils	Teachers' Booklets	Programmes Viewed	Programmes Recorded	Availability of Equipment
0.013	0.012	0.148	0.190	0.149	0.013
-0.090	-0.018	0.171	0.169	0.142	0.100
0.067	0.039	-0.130	-0.128	-0.116	-0.033
0.952	0.854	-0.255	-0.268	-0.294	-0.226
1.000	0.654	-0.247	-0.273	-0.309	-0.241
	1.000	-0.211	-0.198	-0.200	-0.150
		1.000	0.555	0.591	0.185
			1.000	0.806	0.379
				1.000	0.393
					1.000

(h) Heads of departments and their length of experience as heads of departments,
(i) Heads of departments and their length of experience of teaching geography,
(j) Heads of departments and their involvement - non-involvement in Schools Council projects,
(k) Heads of departments and their involvement - non-involvement in local curriculum development projects,
(l) Heads of departments, male and female,
(m) Heads of departments in departments, traditional - modern,
(n) Heads of departments and Open University viewing - non-viewing,
(o) Heads of departments and timetables, mainly examination classes - not mainly examination classes,
(p) Heads of departments looking for change - suffering from too much innovation,
(q) Heads of departments who, in their teaching of geography, are traditional - modern,
(r) Heads of departments whose lessons would - would not be much poorer if they were unable to show their pupils educational TV programmes.

The items in this list were considered by the investigator at the time of the construction of the questionnaire and, later, when the frequency distributions for the respondents were calculated to be important. In examining the results of the analyses of variance close attention was paid to those related to attitudes to educational television, obtaining teachers' booklets to accompany series, viewing programmes, recording programmes and the availability of television equipment.

This examination revealed significant and highly significant variations between some groups.

There were no significant variations between the groups in items (b), (d), (f), (n) and (o). These findings are particularly interesting for the last three of these groups. In the winter term visits to split site secondary schools had brought to the fore problems in obtaining equipment and showing television programmes but this aspect did not emerge from the analyses of variance.

There was no evidence to show that heads of departments who had viewed Open University geography programmes viewed programmes more than other heads of departments with their

pupils. There were no significant differences in attitudes to educational television programmes between Open University programme viewers and those who had not viewed Open University programmes.

In the winter term interviews some heads of departments had commented that they were unable to find time to show geography programmes to their classes because of the pressure of time to cover lengthy examination syllabuses. In analyzing those teachers who were timetabled to teach mainly examination classes and those who were not, no significant differences emerged between the groups.

With regard to the other items in the list (a - r) the results of the analyses of variance are presented in Appendix H. In this presentation, for the purposes of this report, the analysis of variance tables have been excluded. The reader's attention is drawn to the differences in means between the groups and also between each group mean and the grand mean. The statistical significance of the differences can be inferred from the Snedecor's F and the t calculations.

Using the F statistic we can calculate the differences between the selected groups e.g. viewers and non-viewers of educational television and the respondents as a whole. There is a statistically significant difference between the sample populations if the F value is greater than or equal to the 1% value, as can be read in F tables. The t statistic gives the significance of the differences between the selected groups, e.g. viewers and non-viewers.

It is not our intention to analyze and discuss all of the tables in Appendix H. Following the sequence of scores used in Table 9.10 we can begin to detect, in the respondents, differences according to certain criteria.

For extra-school activity, viewers of television programmes, the size of schools, the involvement of heads of geography departments in Schools Council projects, other curriculum development projects, the modernity of geography departments and their own teaching, are significant or highly significant. Turning to intra-school activity, we find significant differences between respondents in comprehensive and non-comprehensive schools, and there are significant or highly

significant differences according to the respondents' length of experience as a head of department in their current schools and their length of experience of teaching geography. As with extra-school activity involvement in Schools Council projects and other curriculum development projects, together with the modernity of departments and their own teaching are significant or highly significant.

For the self-assessment score significant or highly significant variables detected in this study are the length of the respondents' experience as heads of departments and as teachers of geography and the modernity of their departments and their teaching.

Significant or highly significant differences were found in the measure of attitudes (teachers and pupils) for one of the variables: the heads of departments who agreed and agreed strongly with the statement in the questionnaire that, 'My geography lessons would be much poorer if I was unable to show my pupils educational TV programmes.'

When the attitude scale is divided into two sub-scales - teachers and pupils - analyses of variance show for the respondents that the attitude statement referred to in the previous paragraphs is the only one, of the eighteen variables which were analyzed, to yield significant or highly significant differences for both sub-scales. For these heads of departments there were no significant differences in attitudes to educational television according to type of school, length of experience, modernity of departments and teaching, and their involvement in curriculum development projects. There were significant differences between viewers and non-viewers of educational television on the attitudes (teachers) score.

For obtaining teachers' booklets to accompany television series in geography, heads of departments who assessed themselves as modern in their teaching and had been teaching for between 11 and 15 years, on average, obtained more booklets than other respondents. Teachers with the least experience of teaching geography (1-5 years) obtained fewer booklets than more experienced teachers in the sample. 'Modern teachers' in the sample obtained more booklets than 'traditional teachers' in the sample.

Turning to programmes viewed it was predictable that the adequacy of television facilities would account for some of the differences. Other variables which indicate significant or highly significant differences were the size of schools, the modernity of the respondents' teaching, the agreement of heads of departments with the statement concerning the paucity of their lessons without television, and the sex of the respondent. From the evidence in Table H.9 we can see that female heads of departments view highly significantly fewer television programmes than male heads of department. Modern teachers view more than traditional teachers. For the respondents it appears that the larger the school the more television series in geography that are viewed. Interestingly, there are no significant differences between size of school and the availability of television equipment.

Again, there are, predictably, significant differences in the recording of programmes according to the adequacy of television equipment. In this sample, programme recording varies with the size of the school, the modernity of departments, the modernity of the teaching of the heads of departments and agreement with the attitude statement concerning the paucity of teaching without television. Interestingly, there are no significant differences between viewers - non-viewers and the recording of programmes.

Finally, significant or highly significant differences were found for equipment availability between viewers and non-viewers of television programmes and for the adequacy of television facilities, the modernity of the teaching of the heads of departments and their agreement with the attitude statement referred to in the previous paragraph.

CHAPTER 10

Conclusion to Part Two

In Part Two of this study we were principally concerned with investigating heads of geography departments in maintained secondary schools as curriculum decision-makers with special reference to educational television. In particular a questionnaire was carefully constructed which sought information about heads of departments' knowledge about, attitudes towards, and use of educational television in geography teaching.

The questionnaire was divided into five major sections : the schools, the activity of heads of departments, attitudes to educational television, availability of educational television facilities and the use made of television series. Within these sections were sub-sections e.g. a distinction was made between extra-school and intra-school activities, and the attitude scale was divided into two sub-scales, one for pupils and the other for teachers.

The questionnaire was posted to a random sample of heads of departments in 10% of the maintained secondary schools of England, Wales and Scotland. Eventually, 66% of the questionnaires were returned and these 308 heads of departments' responses constitute the data which were analyzed.

The details of the analysis have been described in the preceding chapters and in this conclusion it is intended to select some of the information which is particularly interesting.

The respondents were favourably disposed towards educational television programmes in geography. Analysis of the two attitude sub-scales reveals that, with the exception of one statement, favourable statements were agreed with and unfavourable statements were disagreed with by the majority of the respondents. Producers of educational television programmes in geography should be heartened and encouraged by these favourable indicators.

Not so encouraging are the figures given for the obtaining of booklets to accompany television series. In the study, the booklets were considered to be the source of information about

geography television series for heads of departments. The booklets are produced by the television companies and they are distributed to those heads of departments who have requested them prior to the commencement of the transmission of programmes. The booklets usually contain statements about the aims and objectives of the series as a whole, detailed synopses of programmes and suggestions for preparation and follow-up of the programmes. There was a significant statistical correlation between obtaining booklets and viewing television programmes. However, the percentage of teachers who obtained booklets for any one series was never high and, on average, heads of departments in the sample obtained fewer than two booklets, and 43% had not obtained any. Nevertheless, nearly 70% of the respondents had, in the current year, viewed educational television programmes in geography with their classes and this appears to be a high proportion.

Analysis of the data shows significant correlations between television behaviour (obtaining booklets, viewing and recording programmes) and the modernity of subject departments and the teaching of heads of departments, the length of the experience of the respondents as heads of departments and teachers of geography, and the size of schools. Clearly, the availability of television equipment, viewing and recording facilities, has an important bearing on television behaviour and the fact that 52% of the respondents stated that in their schools the geography departments did not have adequate television viewing and recording equipment or facilities for their current needs is very important. The heads of departments in the sample were favourably disposed towards educational television in geography teaching but were apparently lacking information about series and working with inadequate television facilities.

PART THREE

CASE STUDIES OF CURRICULUM DECISION-MAKING.

CHAPTER 11

Introduction to Part Three

Underpinning this third part of the enquiry is the assumption that heads of geography departments plan ahead for the next school year. They work in dynamic situations, where changes occur in virtually all facets of their work, in personnel - pupils and teachers - in the aims, content, methods of teaching and forms of assessment for their subject, and in the organization and administration of their schools. Interviews with heads of departments in schools in the winter term suggested that the summer term in any school year was the busiest time for them with regard to curriculum decision-making. It was in the summer term that they looked back at what they had accomplished during the current school year, evaluated the work of their departments, and made decisions for the next school year. With regard to educational television it was assumed that heads of departments decided in the summer term which educational television programmes they intended to view with their pupils in the next year and it was during this term that they were likely to purchase television booklets and video cassettes and make arrangements for programme recording and viewing.

To examine these assumptions carefully and methodically it was planned to monitor the curriculum decision-making of selected heads of geography departments over the course of the summer term. The immediate problems to be resolved were deciding which heads of departments to monitor and how best to organize the monitoring.

In the absence of previous research in this field it was acknowledged at the outset that this would be an exploratory study and the research techniques to be used would need to be considered as pioneering and experimental. It was assumed that heads of departments made curriculum decisions at any time of the week, day or night, in school and out of school. Recording the decisions as they were made would have to be the responsibility of the decision-maker. This immediately posed problems concerning the reliability of any method of recording. Not only could the decision-makers forget to record a decision they could also decide not to record a decision or to define a particular decision as a non-curriculum decision. There was also the problem of maintaining the decision-maker's interest and attention for a whole term, thirteen or fourteen weeks.

The research technique which was considered to be most appropriate was a 'curriculum diary'. Diaries had been used in previous educational research studies (e.g. Hilsum and Cane, 1971 and Lyons, 1974) and while they had methodological limitations they had certain advantages. In the project envisaged they provided a simple and cheap method of collecting information close to the time that information became available, i.e. at, or near, the moment of decision. Since it was planned to study only a small number of heads of departments it was assumed that the diaries could be supplemented by other techniques.

It was decided to design a weekly diary which could be collected personally by the researcher each week from the head of department. At this weekly meeting the researcher would receive a week's diary, discuss the content of it, and hand on the diary for the next week. It was this weekly visit which determined the number and locale of heads of departments who could participate in the monitoring exercise.

It was decided that the investigator could cope with a maximum of six heads of departments. The next problem to resolve was choosing the heads of departments. Initially it was decided to use the five heads of departments in the randomly selected secondary schools in the northern city which had been visited in the winter term. However, two of these heads of departments were in schools without educational television facilities and so these were excluded, while the other three were included. For two more schools reference was made to the schools which had responded to the questionnaire from the northern city. They had been selected at random initially though in selecting two from the several respondents the investigator decided on schools in which the heads of departments were known to him and were known to be interested in educational research in general. It will be appreciated that keeping a daily diary for an outside researcher was no small task for a busy teacher and the researcher was constantly aware of the demands which were being placed on the participants. All five of the chosen schools were located in the same local education authority. A sixth school was selected from another authority and this school was included neither in the winter term programme of interviews nor in the spring term questionnaire sample. However, the head of department in this school had been involved in pilot testing the questionnaire and had shown an interest in the subject of the research.

Prior to contacting the heads of departments in the six schools permission was sought and granted by the relevant Chief Education Officers for an approach to be made to the headteachers. In telephone conversations with the headteachers the purposes and methods of the study were outlined and permission was sought for an approach to be made to the heads of departments. All of the headteachers expressed an interest in the study and gave permission for their heads of departments to be approached. These preliminary arrangements were made after half-term in the spring term. Near the end of the spring term an appointment was made with each of the six heads of geography departments to discuss the project.

At these meetings with heads of departments the aims and objectives of the diary study were outlined and a draft of the diary page was discussed. It was explained that what was sought were notes on decisions made with reference to the curriculum in geography for the next school year. All of the heads of departments stated that they were unclear as to what a curriculum decision was. The draft diary had three categories of curriculum decisions : decisions made by a head of department; decisions requested from others by a head of department; decisions requested by others from a head of department. These categories indicated the source and direction of decisions but offered no guidance as to their substance. In response to questions from heads of departments the investigator suggested that curriculum decisions could relate to the aims and objectives, content, teaching methods and forms of examination in geography and could also include such administrative aspects as timetabling, budgeting, staffing and accommodation. It was decided not to attempt a precise definition of a 'curriculum decision' and the heads of departments were encouraged to record what they considered to be curriculum decisions and it was suggested that non-curriculum decisions could be excluded during the weekly meetings.

At the preliminary meetings a weekly programme of visits was arranged and 'mailing' arrangements made to cover heads of departments' possible absences.

All six heads of departments agreed to keep daily diaries. During the Easter vacation the diaries were prepared and posted to the schools in time for the beginning of the new term. The recording began on the first day of the term and ended on the last day of the term. The arrangements for weekly visits by

the investigator worked satisfactorily. In addition to the weekly discussions the investigator returned to some schools for extra visits during the course of a week either to obtain supplementary information from a head of department who was absent on a Friday or, in two instances, to observe departmental meetings in which it was anticipated that many curriculum decisions would be made.

The Layout of the Diary

The diary week was taken to be from Saturday to Friday. Seven diary pages were stapled together and these were exchanged every Friday. The layout of a page is shown as Fig.11.1. It can be seen that, at the head of the page, there is space for the school name, date and the days of the week signified by initial letters. The week of term was also recorded here. The page is then divided into three blocks for the three decision categories with lined spaces in which the head of department recorded briefly the decisions. Columns indicated the direction and mode of communication for decisions which were sent on or received. Columns were available for Headteacher (Hd.), Deputy Head (Dep.Hd.), the geography department (Dep.), teachers in other departments (Oth.Dep.), and assistant teacher (Ast.), a school committee (Comm.) and any other person or group inside or outside the school (Oth.). For decisions made by the head of department (category A)there was a column headed 'Sent to' to indicate, where relevant, the direction in which decisions were communicated once they had been made. The final four columns were headed 'Mode' and there were subdivisions for oral (Or.), written (Wr.), formal (For.) and informal (Inf.) modes. The latter two modes were to prove extremely difficult to define. Teachers experienced difficulty in deciding whether an oral request for a decision made by a headteacher in a corridor conversation was formal or informal. So difficult did this definition become that it was decided at half-term to exclude these columns from the diary writing.

School: | Week: | Day: M T W Th F Sa Su

A. Decisions MADE by Head of Dept.	On request from: Hd.	Dep Hd	Dep.	Oth Dep.	Ast.	Comm.	Oth.	Sent to	Mode: Or.	Wr.	For.	Inf.
1.												
2.												
3.												
4												
5.												
6												

B. Decisions REQUESTED by Head of Dept.	Requests to: Hd.	Dep. Hd.	Dep	Oth Dep	Ast	Comm	Oth.		Mode: Or.	Wr.	For.	Inf.
1.												
2												
3.												
4.												
5												
6												

C. Decisions Requested FROM Head of Dept.	Requests from: Hd.	Dep. Hd.	Dep	Oth. Dep.	Ast.	Comm.	Oth.		Mode: Or.	Wr.	For.	Inf.
1.												
2												
3												
4												
5.												
6.												

Fig.11.1. The Layout of a page from the weekly curriculum decision diary.

CHAPTER 12

Selected Features of the Geography Departments

As was stated in the previous chapter the six geography departments were selected according to specific criteria. No attempt was made to select geography departments which were in any way 'typical' or 'representative'. In so far as three departments were in schools from the winter term random sample and two were in schools from the spring term random sample there was an element of chance in their selection.

The schools were all maintained, non-denominational, comprehensive schools. In this report we shall refer to the schools individually by letters from the alphabet. Table 12.1 provides some basic information by way of an introduction to the schools.

Table 12.1. Basic information about the selected schools.

School	Number of pupils	Sex of pupils	Single site or split site
A	630	Co-educational	Single
B	1250	Girls	Split
C	1180	Boys	Single
D	1150	Girls	Split
E	1600	Co-educational	Single
F	1600	Co-educational	Single

For three of the schools diagrams appear in Appendix D which illustrate their staffing structures. These are English city schools 1,2 and 4. Respectively, these are schools A, C and D in the current study. From these diagrams it can be seen that school A has a faculty system into which subject departments fit while schools C and D have departmental systems. In schools B and E there are also departmental systems and in school F there is a faculty system.

Membership of the selected geography departments.

We have already commented, in Chapter 8, on the problems of defining a geography department in terms of its membership and the functions and duties of the members. In the questionnaire study, as was reported in Chapter 8, the largest group of departments (30%) of the respondents had three full-time members, and 63% shared between 1 and 3 of their members with other departments. It was stated that no attempt had been made to distinguish between the geography teaching commitments of the members of the geography departments and their more general administrative and pastoral responsibilities outside the departments. For the case study schools, A - F, this information was obtained and this is presented in Tables 12.2.(i) - (vi).

There are obvious differences in the size of departments measured by the number of teachers. The largest of the six departments has seven members and the smallest has four. Equally obvious is the fact that, of the twenty seven teachers, only three teach geography without any commitment to other subjects or courses. Schools A, B, C and F have staff commitments to Humanities courses, though, as we shall record later, School D planned to introduce a humanities course in 1979-80. In the remaining school, E, there is reference to social studies and screen education courses.

In schools A, B and C the number of senior administrative staff in the geography departments is noticeable. Within these three school B stands out since, of its seven members, there are three senior teachers and a year tutor.

Not only are the responsibilities of most members of these geography departments spread across a variety of subjects and courses they are also spread across a variety of administrative and pastoral duties. Some of the curriculum implications of these arrangements were to emerge from the curriculum decision diaries. With regard to educational television we would point to the location in geography departments of persons with AVA or educational television responsibilities. Thus, in school A the acting head of department was also director of the resources centre, (Example 1 in Chapter 4); in school C the second geography teacher was responsible for AVA, including the reprographics centre, (Example 10 in Chapter 4) and in school E the head of the geography department was responsible for distributing publications about broadcasting and requisitioning publications and filmstrips from the BBC and independent companies.

Table 12.2.(i): Members of Geography Department in School A.

Members of geography department*	Teaching responsibilities	Pastoral and administrative responsibilities
(a)	Acting head of department Geography	Senior teacher responsible for timetable administration, resources centre, staff induction.
(b)	Geography and Humanities	Late pupils
(c)	Geography and Humanities	Head of Faculty of Humanities.
(d)	Geography and Humanities	Deputy Head (Curriculum and Resources)

* 3 other teachers from the Faculty of Humanities teach geography in Humanities courses.

Table 12.2.(ii): Members of Geography Department in School B

Members of geography department	Teaching responsibilities	Pastoral and administrative responsibilities
(a)	Head of department Geography, Integrated Humanities, R.E.	
(b)	Geography and General Studies	Senior Year (5th) Tutor and administrative helper with examinations
(c)	Geography and R.E.	Senior Year(1st)Tutor
(d)	Geography and General Studies	Senior Teacher (Timetable)
(e)	Geography,Social Studies, Integrated Humanities, General Studies	Senior Teacher (Curriculum Development)
(f)	Geography and World Studies	Form Tutor
(g)	Geography	

Table 12.2.(iii): Members of Geography Department in School C

Members of geography department*	Teaching responsibilities	Pastoral and administrative responsibilities
(a)	Head of department, Geography, Humanities, European Studies	
(b)	Geography, Humanities, Aviation Studies	Audio-visual Aids, Form Tutor
(c)	Geography, Humanities, MACOS	Deputy Head
(d)	Geography, Humanities, Geology (responsible for Geology in school)	Form Tutor
(e)	Geography, Humanities	Head of House
(f)	Geography, Mathematics, Physical Education	Games, Form Tutor

*9 teachers from other departments contribute to the teaching of geography in Humanities courses.

Table 12.1.(iv): Members of Geography Department in School D

Members of geography department	Teaching responsibilities	Pastoral and administrative responsibilities
(a)	Head of department, Geography, General Studies	Form Tutor
(b)	Geography, General Studies	Form Tutor
(c)	Geography, General Studies, (American Studies)	Form Tutor
(d)	Geography, History	Form Tutor

Table 12.2.(v): Members of Geography Department in School E

Members of geography department	Teaching responsibilities	Pastoral and administrative responsibilities
(a)	Head of department, Geography, Geology, Screen Studies, General Studies	Form Tutor, TV publications
(b)	Geography, Geology Social Studies	Form Tutor
(c)	Geography	First Year Tutor
(d)	Geography, Careers, Outdoor Pursuits	Deputy head, middle school
(e)	Geography, Careers, Screen Studies	Form Tutor
(f)	Geography, History	Form Tutor

Table 12.2.(vi): Members of Geography Department in School F

Members of geography department*	Teaching responsibilities	Pastoral and administrative responsibilities
(a)	Head of department Geography, Humanities	Form Tutor Assistant house tutor
(b)	Geography, Humanities General Studies	Form Tutor
(c)	Geography, Humanities Environmental Science	Form Tutor
(d)	Geography, Humanities, Community Studies	Form Tutor
(e)	Geography, Careers	Head of Careers

*Two teachers from other departments teach geography also.

Course arrangements in the selected geography departments

The curriculum diaries were a means of monitoring curriculum decisions made in the summer term for the following school year. It was anticipated that such decisions would reflect the major changes in the arrangements made for teaching geography in the six schools from 1978-9 to 1979-80. Heads of geography departments were asked, at the end of the summer term, to describe these changes and their descriptions are summarized in Table 12.3.(i - vi). Study of these tables reveals changes in the place of geography, e.g. the replacement of geography by a humanities course in year 1 in school D, and by an integrated humanities course at GCE O level and CSE in School A. It also shows the changes in sixth form courses where numbers are very small or non-existent in five of the schools.

In all of the schools geography or humanities, in which geography plays a different part in each of the schools where such courses are offered, is compulsory for pupils in the first three years. In the fourth year pupils begin courses of two years duration which terminate with external examinations. With the exception of school D where all the candidates are entered for 16+ examinations (where GCE and CSE are combined), the arrangements made for grouping pupils appears complicated. It is a common practice for third year pupils to be asked to make choices for the fourth year courses which they wish to study from a number of option blocks. The content of these option blocks vary from school to school but it is possible for geography to appear, alongside several other subjects, in two or three option blocks. The blocks are taken into account when the school timetable is prepared. Thus, if ninety children opt for geography in option block A and 30 opt for geography in option block B, the head of department must decide how to divide these pupils into class groups and also for which external examinations the pupils are likely to be entered. Notice, as an example, the arrangements in the fourth year for 1978-9 at school D. Here are two option groups and six teaching groups.

According to the teaching group pupils will be entered for GCE O level, CSE Mode II or CSE Mode III examinations at the end of the two year course. The complications produced by any planned changes in examinations arrangements can be gauged by referring to the differences between the fourth year in 1978-9 and 1979-80.

Table 12.3.(i) Course Arrangements 1979-1980 for Geography in School A

Year	1978-1979	1979-1980
First Year	Geography in Humanities, 3 groups of equal abilities 2 remedial groups	Geography in Humanities, 2 groups of top ability 2 groups of middle ability 2 remedial groups
Second Year	Geography in Humanities 2 groups of top ability 2 groups of middle ability 2 remedial groups	Geography in Humanities, 2 groups of top ability 1 group of middle ability 2 remedial groups
Third Year	Geography 2 groups of top ability 2 groups of middle ability Geography in Humanities 2 remedial groups	Geography 2 groups of top ability 2 groups of middle ability Geography in Humanities 2 remedial groups
Fourth Year	Geography, in three options Group 1, 1 class CSE Mode II GYSL Group 2, 2 classes 1 GCE O level 1 CSE Mode II GYSL Group 3, 1 class CSE Mode II GYSL	No Geography as such, replaced by Integrated Humanities examined as O level (JMB) and CSE Mode III
Fifth Year	Geography JMB O level, 1 class, CSE Mode II, 1 class, CSE Mode III, GYSL 1 class	Geography (Same as in Fourth Year 1978-79)
Sixth Year(1)	No pupils	Geography, GCE A level Cambridge (2 candidates)
Sixth Year (2)	Geography JMB A level Syllabus A (1 candidate)	No pupils

Table 12.3.(ii): Course Arrangements 1978-1980 for Geography in School B

Year	1978-1979	1979-1980
First Year	Geography 8 classes : mixed ability 2 periods per week	Geography 8 classes 2 periods per week
Second Year	Geography 8 classes 2 periods per week	Geography 8 classes 2 periods per week
Third Year	Geography 8 classes 2 broad bands, 4 classes in each	Geography 4 classes
Fourth Year	Geography JMB O level:1 class CSE : 2 classes	Geography 16+(JMB:ALSEB) 3 classes (67 pupils) in Option 1 2 classes (34 pupils) in Option 2
Fifth Year	Geography JMB O level : 1 class CSE : 2 classes	Geography JMB : O level : 1 class CSE : 2 classes
Sixth Year (1)	Geography JMB A level (B) 16+	Geography JMB A level (B) 16+
Sixth Year(2)	Geography JMB A level (B) 16+	Geography JMB A level (B) 16+

Table 12.3.(iii): Course Arrangements 1978-1980 for Geography in School C

Year	1978-1979	1979-1980
First Year	Geography units in a Humanities course. 10 classes 4 in band 1; 4 in band 2; 2 in band 3.	Geography units in a Humanities course. 10 classes 4 in band 1; 4 in band 2; 2 in band 3.
Second Year	Geography units in a Humanities course 11 classes 4 in band 1, 4 in band 2, 3 in band 3.	Geography units in a Humanities course (same as First Year 1978-79)
Third Year	Geography 10 classes 4 in band 1, 4 in band 2, 2 in band 3.	Geography 10 classes 4 in band 1, 4 in band 2, 2 in band 3.
Fourth Year	Geography : six classes: a 16+ class and a CSE Mode III class in each of three option groups.	Geography : six classes: a 16+ class and a CSE Mode III class in each of three option groups.
Fifth Year	Geography (same as Fourth Year 1978-1979)	Geography (same as Fifth Year) (1978-1979)
Sixth Year (1)	Sixth formers at linked girls school	? Possibly no entrants
Sixth Year (2)	Geography JMB A level (B)	Sixth formers at linked girls school

Table 12.3.(iv): Course Arrangements 1978-1980 for Geography in School D

Year	1978 - 1979	1979 - 1980
First Year	Geography 7 classes : 6 mixed ability 1 remedial	Geography in an Integrated Humanities course; 7 classes : 4 in band 1 3 in band 2
Second Year	Geography 7 classes : 6 mixed ability 1 remedial	Geography 7 classes : 6 mixed ability 1 remedial
Third Year	Geography 7 classes : 6 mixed ability 1 remedial	Geography 7 classes : 6 mixed ability 1 remedial
Fourth Year	Geography, 6 classes from two option groups Group 1.A. GCE O level B. CSE Mode I C.) CSE Mode II D.) Group 2.A.) CSE Mode II B.)	Geography, 4 classes from two option groups Group 1.A. GCE O level B. CSE Mode I or II C. CSE Mode II Group 2.A. GYSL O level
Fifth Year	Geography, 6 classes from two option groups Group 1.A. GCE O level B. CSE Mode I C.) CSE Mode II D.) Group 2.A.) CSE Mode II B.)	Geography, 6 classes from two option groups Group 1.A. GCE O level B. CSE Mode I C.) CSE Mode II D.) Group 2.A.) CSE Mode II B.)
Sixth Year (1)	No pupils	Geography JMB A, Syllabus C (possible 3 candidates)
Sixth Year (2)	Geography JMB A, Syllabus A (4 candidates)	No pupils

Table 12.3.(v): Course Arrangements 1978-1980 for Geography in School E

Year	1978 - 1979	1979 - 1980
First Year	Geography, 11 classes 2 broad bands and remedial	Geography, 11 classes, 2 broad bands and remedial
Second Year	Geography, 10 classes streamed	Geography, 10 classes 2 broad bands and remedial
Third Year	Geography, 10 classes 2 broad bands	Geography, 10 classes 2 broad bands
Fourth Year	Geography, 3 classes JMB-ALSEB 16+	Geography, 4 classes JMB-ALSEB 16+
Fifth Year	Geography, 3 classes JMB-ALSEB 16+	Geography, 3 classes JMB-ALSEB 16+
Sixth Year (1)	Geography JMB A Syllabus B (5 candidates)	Geography JMB A Syllabus B (possibly 5 candidates)
Sixth Year (2)	Geography JMB A Syllabus B (2 candidates)	Geography JMB A Syllabus B (possibly 5 candidates)

Table 12.3.(vi) Course Arrangements 1978-1980 for Geography in School F

Year	1978 - 1979	1979 - 1980
First Year	Geography in a Humanities course, 10 mixed ability classes and 1 remedial	Geography in a Humanities course, 8 mixed ability classes
Second Year	Geography in a Humanities course 10 mixed ability classes	Geography in a Humanities course 10 mixed ability classes
Third Year	Geography 10 mixed ability classes	Geography 10 mixed ability classes
Fourth Year	Geography JMB O Syllabus B in 4 classes CSE I and III, in 4 classes	Geography 4 classes JMB O Syllabus B, CSE Mode II and III 3 classes, JMB O Syllabus B and CSE Mode I
Fifth Year	Geography JMB O Syllabus B and CSE Mode I in 4 classes, JMB O Syllabus B and CSE Mode I in 3 classes	Geography JMB O Syllabus B in 4 classes CSE I and III in 4 classes
Sixth Year (1)	Geography JMB Syllabus A, 2 classes	Geography JMB Syllabus C (possible 2 classes)
Sixth Year (2)	Geography JMB Syllabus A 2 classes	Geography JMB Syllabus A 2 classes

The tables (Tables 12.3.(i - vi))indicate changes in the numbers of pupils studying geography, the numbers of classes, the examinations courses, the place of humanities courses and the setting or streaming of pupils. It was expected that in the summer term prior to the term in which the changes are to be implemented we would find evidence of the implications of these changes for the geography departments and, in particular, the place of educational television in the changes. Bates, in a study of curriculum planning in fifty comprehensive schools (1972), investigated the way policy regarding the curriculum was decided upon, and turned into practice through the time-table. He was able to design a model of the administrative processes involved in the planning of the curriculum over the school year. In this model, between the Easter break and the fourth week of the summer term a revised curriculum had been accepted by the teaching staff, pupils had chosen their subjects and teachers had been allocated to teaching groups. By the end of the penultimate week of the summer term the timetable had been compiled though final amendments might be necessary up to the last week of the summer break. In his study Bates did not explore the intra-departmental implications of this model, but it does serve to highlight the importance of the summer term for curriculum planning.

CHAPTER 13

Evidence of Curriculum Decision-making

Lyons (1974) asserted that diaries 'are necessarily blunt instruments of research' and it is this quality which must constantly be borne in mind in reading this chapter. The statements written by the heads of departments in the diaries were brief, usually one or two lines for each decision in the small amount of space available on the diary page. During the Friday meetings these brief statements were expanded and, in the process, other decisions came to light and the decisions themselves were given significance with regard to various facets of the work of the department and the role of the department in the school. In this chapter we shall focus, initially, on describing the decisions in terms of the way they were originally recorded in the diaries. With these bare facts described we can then proceed to an examination of the place of educational television in curriculum decision-making.

As a first stage in this description we can take simply the numbers of decisions recorded in each category for each school week by week. These numbers are recorded in Table 13.1. They give a rough and ready guide to the differences in the amount of decisions between the six schools, the differences in the three categories and the differences week by week as the term went by.

Altogether, 411 decisions were recorded in the six diaries. Of these 260 were decisions made by the heads of departments, that is, 63% of the total. By comparison, 59 (15%) were requested by them, and 92 (22%) were decisions requested by others from the heads of departments. Clearly some of the decisions requested would have produced an immediate response from the head of department while others would require time for reflection and may not have yielded a response until the beginning of the next term. What could be written simply as a brief request, e.g. details of staffing allocation, might result in a myriad of decisions. The discrepancy between decisions requested from and decisions made is predictable.

What is less predictable is the discrepancy between the decisions requested by the head of department and the other two kinds. From Table 13.1. we can see that the numbers of the decisions requested by the heads of departments differed from school to school, thus A : 4, B : 18, C : 4, D : 7, E : 19, F : 7. In

seeking to explain these differences we would point to the fact that in schools B and E the geography departments were divided. School B is on a split site with a new head of department, who was seeking to introduce new course arrangements and new administrative arrangements to a department composed predominantly of senior, experienced teachers. His style of decision-making was likely, at this stage, to be consultative in character. In school E the geography teachers, although on a single site were allocated classrooms in two different parts of the school, referred to as lower and upper schools. Some of the teachers met frequently in the geography staff-store room in the upper school while the others went there less frequently. The head of department was conscious of the different 'distances' between himself and the two groups of teachers and this probably explained his consultative procedures.

Schools A and C are noticeable for the small numbers of requests for decisions by the heads of departments. As an acting head of department the teacher in School A tended to consult with the head of department, who was on secondment. He made relatively few decisions and it may be that many of the decisions were simply delayed until the return of the head of department. We shall consider the persons and groups who requested decisions and of whom requests for decisions were made later in this chapter.

Table 13.1 also shows that there is a difference in the number of decisions made by heads of departments in the two halves of the term. This may be partly explained by the effect of the teachers' industrial action on the holding of departmental meetings. There was a smaller number (82) of decisions made in the first five weeks, compared with the second seven weeks (178). The heads of departments explained the difference in terms of the easing of pressure on their time once the school's internal examinations were over and the external examinations were reaching their end.

Further, in schools A and F the heads of departments had asserted at the beginning of the diary-keeping exercise that they did not expect to make many decisions in the summer term since all of the decisions of any consequence had already been made. In school F, however, information relating to three changes of staff in the department became available at half-term and this precipitated a sharp increase in the number of decisions made.

Table 13.1 The Number of Curriculum Decisions in three categories in the Summer Term.

Week	Decisions	SCHOOLS A	B	C	D	E	F	Total
1.	Made by head of department	0	3	0	0	8	2	13
	Requested by head of department	0	3	1	0	1	0	5
	Requested from head of department	0	4	1	0	2	1	8
2.	Made by head of department	0	4	2	0	7	2	15
	Requested by head of department	0	1	1	0	1	0	3
	Requested from head of department	0	2	2	0	1	2	7
3.	Made by head of department	4	2	3	1	6	2	18
	Requested by head of department	3	0	0	0	1	0	4
	Requested from head of department	3	0	2	0	4	1	10
4.	Made by head of department	1	6	1	2	3	2	15
	Requested by head of department	1	2	0	0	1	0	4
	Requested from head of department	1	3	0	0	3	1	8
5.	Made by head of department	0	4	5	1	7	4	21
	Requested by head of department	0	1	0	0	2	0	3
	Requested from head of department	0	4	2	0	2	1	9
6.	Made by head of department	0	0	0	0	0	0	0
	Requested by head of department	0	0	0	0	0	0	0
	Requested from head of department	0	0	0	0	0	0	0
7.	Made by head of department	3	2	1	1	5	8	20
	Requested by head of department	0	0	1	4	0	5	10
	Requested from head of department	2	2	2	1	1	2	10
8.	Made by head of department	4	8	2	14	5	5	38
	Requested by head of department	0	1	0	0	4	1	6
	Requested from head of department	0	4	1	0	5	0	10
9.	Made by head of department	0	7	1	5	3	0	16
	Requested by head of department	0	2	0	1	1	0	4
	Requested from head of department	0	3	1	0	2	0	6
10.	Made by head of department	6	9	3	17	8	0	43
	Requested by head of department	0	2	0	2	0	0	4
	Requested from head of department	1	4	0	2	1	0	8
11.	Made by head of department	3	3	0	2	6	6	20
	Requested by head of department	0	2	0	0	7	0	9
	Requested from head of department	1	5	0	0	2	0	8
12.	Made by head of department	0	0	12	3	5	1	21
	Requested by head of department	0	0	1	0	0	0	1
	Requested from head of department	0	0	1	0	0	2	3
13.	Made by head of department	0	8	1	7	1	3	20
	Requested by head of department	0	4	0	0	1	1	6
	Requested from head of department	0	5	0	0	0	0	5
	TOTAL	33	110	47	63	106	52	411

It should be noticed, too, that many curriculum decisions are about methods of examining, as we can see in Table 13.2, and these tend to be made after the examinations have taken place and the staff can then discuss new arrangements for the next year.

We would emphasise that the pattern of decision-making evident in Table 13.1 also reflects the ways in which heads of departments recorded decisions. Clearly, one would expect important differences to exist in the efficiency of the heads of departments. It was difficult for all of them to decide the amount of detail to record, the inclusion of negative as well as positive decisions, and the number of minor decisions to record within a major decision. As an example of this overall problem we can refer to the diary statement in the 'decision made by the head of department' category : 'to requisition resources for 1979-1980'. In preparing a requisition a head of department must list the items he proposes to purchase and, in so doing, he decides the items he proposes not to purchase. In the diary, when requisition decisions were recorded they appeared as a list of purchasable items. Some of the negative decisions only came to light in the Friday meetings, though, it must be emphasized, the great majority, one suspects, were never discovered. Further, it is impossible to assess the number of decisions, positive and negative, which were intentionally concealed from the investigator, though one has no reason to assume that any were. Throughout the term the teachers proved extremely co-operative and always gave thorough accounts of the decision-making processes as they experienced them. They were often disconcerted if a whole week went by without any decisions recorded, even to the extent of apologising for the empty diary.

Examples of Diary Entries

To illustrate the entries in the diaries three examples have been chosen, one from each of the three decision categories. The examples were selected simply because of their large number in any week.

Example One : Decisions made by the head of department, School D, Week 8

Sunday:

1. Teaching allocation (staff for classes) 1979-80. On req.from Hd. Sent to Hd.Wr.
2. Single periods for forms 1, 2 and 3; Double periods for forms 4, 5 and 6. Sent to Hd.Wr.
3. Setting across two classes in a form. Sent to Hd.Wr.
4. Extra teachers for forms 4 and 5. Sent to Hd.Wr.
5. Geog.staff to have forms in Geog.rooms in each building. Sent to Hd.Wr.
6. Teacher X to teach VIth Form General Studies and teacher Y to teach O level Geology

Monday:

1. O level Geology to be started without equipment if necessary. (Decision to offer Geology to Lower VIth next academic year was taken in February) — Sent to Hd.Or.

Tuesday:

1. Meeting with History dept. and LEA curriculum development leader to discuss preparation of work sheets for form 1: necessary to reword the worksheets for less able.

Wednesday:

1. A level switch from JMB syllabus A to C (Decision finally reached after months of discussions with teacher Y.) — Sent to Hd.Wr.

Thursday:

1. Placement of pupils in 4th year sets for GCE, CSE Mode I and CSE Mode II, Set lists prepared — Sent to Dep.Hd. Wr.

2. Every Tuesday and Thursday the History and Geography departments are meeting for a double period to discuss next year's form 1 integrated course: dozens of decisions are made, e.g. today was review of History content of syllabus:
a) decided to photograph a number of local buildings - churches, houses, factories, etc. to supplement existing slides and filmstrips;
b) teacher A to find information on cholera epidemic in nearby town in 1840s;
c) teacher B to find pre-1801 population figures for city.

Example 2 : Decisions requested by the head of department, School F, Week 7

Monday:

1. To note and bring in any textbooks which may fit in with new A level syllabus - JMB syllabus C - regions: Europe and Latin America. — Req.to Dep. Or.Ini.

2. The amount that could be spent on requisition. Is it £650 just for textbooks and other resources? — Req.to Hd.of Faculty Cr.For.

Thursday:

1.	Does the department agree with the final requisition list?	Req.to Dep.	Or.For.
2.	JMB book list given to librarian with books ringed, for possible purchase, and starred, essential purchase.	Req.toLibr.	Wr.For.
3.	Audio-visual technician. Can he video-record 'Brazil' programme?	Req.to AVA techn.	Or.Inf.

Example 3 : Decisions requested from head of department School B, Week 11.

Monday:

1.	Capitation allowance : £850 plus £150 for visits. How will it be spent?	Req.from Hd.	Wr.For.
2.	What are the details of next year's fieldwork? Information on costs needed in ten days for LEA.	Req.from Hd.	Wr.For.

Wednesday:

1.	If money is available could two extra copies of a particular textbook be bought?	Req.from Dep.	Or.Inf.
2.	Can a student be accepted for teaching practice in the Lent term 1980?	Req.from Dep. Hd.	Wr.For.

Thursday:

1.	Would I permit some 4th formers to go to a Lake District outdoor pursuits centre next September?	Req.from Hd.	Or.For.

In these three examples are included curriculum decisions about staff allocation, accommodation, capitation allowances and requisitions, course innovation, syllabus revision and changes in examinations. We can detect subjectively qualitative differences in the curricular significance between such decisions as the purchase of two extra textbooks and the switch from one GCE A level syllabus to another. Notice too, the second item

in the Thursday entry for Example 1, and particularly the reference to dozens of decisions made in the planning of a new integrated course. These decisions were made during the course of an inter-departmental meeting attended by a LEA curriculum development leader. We need to take account of the importance of such meetings for generating curriculum decisions and highlight the cancellation or postponement of many such meetings, including formal department meetings, during the first half of the summer term as the result of the sanctions imposed by teaching unions resulting from a dispute. At the start of the study it was suggested by the investigator that it might be helpful to the head of department if such meetings, when they were arranged, could be observed, and the decisions recorded, by the investigator. It was recognized that this might be regarded as an intrusion by an outsider by members of the departments. In the event, the investigator attended two meetings. One of these was held in school D where members of the history and geography departments met together for an hour every Tuesday and Thursday to plan a new integrated studies course for first formers. The meeting was concerned with the resources made available for the course by the geography department and discussion centred on the best use to which these resources could be put. The course was focused on the local environment surrounding the school and maps, photographs and books were discussed at the meeting. Television did not enter into the discussion.

In the second meeting observed, a first year integrated humanities course was also under discussion. The meeting of four senior staff was called to evaluate the existing teaching arrangements and make plans for the next year's course. In this meeting educational television was referred to, though briefly. The precise position of this reference can be gauged from the verbatim transcript of the meeting which is included in Appendix I.

To illustrate the complications found in some of the brief diary statements of curriculum decisions two examples have been taken from different schools. In the first example, from school A, there were two statements for Thursday in week 4. The acting head of department had received a letter from an examinations board requesting him to select an alternative unit for a new GCE O level Integrated Humanities course. This appeared in the diary as a written formal request

from the board for the head of department to make a decision (category C on the diary). In category A, decisions made by the head of department, the statement read 'Tentative : related to C below - a unit on Poverty based on geography of third world'.

During the Friday meeting the following information was given orally by the head of department which served to place these two statements into their context:

In the 1977-1978 year the headteacher had decided to replace the current GCE O level courses in geography and history with a new course : a GCE O level Integrated Humanities course. Lengthy discussion on the implications of this change had ensued at faculty and departmental levels.

The syllabus for the Integrated Humanities course is structured on five taught units : two units of geography, two units of history and one of religious education. Pupils in the third year of their studies are given the opportunity to select the course which appears in two options blocks for the fourth and fifth years.

The decisions in the diary are related to the content of the syllabus but they also have staffing and resources implications. The problem is to teach five units over two years to 31 pupils from option block 1 and 54 pupils from option block 2. It was decided to split the former group into two classes and the latter group into three classes. For this latter group the staffing problem could be resolved relatively easily. If the final term in the two year course were to be regarded as a revision term then five units must be taught from three subjects over five terms. The planned arrangements can be shown as diagrams :

Year 1979-80			
Term	Class 1	Class 2	Class 3
Winter	Geography	History	R.E.
Spring	History	R.E.	Geography
Summer	R.E.	Geography	History

From this it can be seen that each specialist teacher can move to a different class each term. This arrangement cannot be duplicated in the next year since there are only two terms and two units. The arrangement could be :

Year 1980 - 1981			
Term	Class 1	Class 2	Class 3
Winter	Geography	History	Geography
Spring	History	Geography	History

By arranging for class 3 to be taught by the same teacher in both terms and for the geography and history teachers to exchange classes at the end of the winter term the second year can be staffed.

The requested change in the unit by the examination board poses questions not only about the content of the unit but also about staffing and learning resources. Where will the new unit be located in the two year course? Which teachers will teach the units? How is it envisaged that the units will be taught? What new resources will need to be purchased?

The second example is taken from school C. In the third week of the summer term the head of geography received a written formal request from the headteacher for details of staffing allocation to classes. In the diary the statement in category C read simply 'Staffing'. In category A on the same day, the statement read, 'Made staffing allocations'. As can be seen in Table 12.2.(iii) this geography department has six members. The request from the headteacher listed these teachers and stated the total number of teaching lessons they had been allocated to geography. In making his allocation to classes the head of department had to consider the following:

(a) the deputy head and the head of house had both expressed the wish not to take classes preparing for external examinations;
(b) teachers currently teaching fourth year classes generally continued into the fifth year with the same classes;
(c) the geology specialist had expressed the wish to teach a geography class preparing for external examinations.

The sequence of decisions made by the head of department was:

i) starting with the fifth year : continue with staffing as in the fourth year;
ii) the fourth year : the pupil intake is unknown, though pupils made their options choices in February. Assuming that the numbers

will be the same as in the current year, plan for 120 pupils : 4 classes. Thus, one fourth year class (unspecified) will be allocated to the geology specialist. One fourth year class will be allocated to the geography/P.E./mathematics teacher. The head has specified ten geography lessons for his total allocation. Because he is taking a fourth year class into the fifth year he has used up five of his lessons and the five left fit neatly into a fourth year's allocation. The head of department and a remaining geography teacher are left and they are allocated a fourth year class each;

iii) the third year : pupils receive three periods per week of geography. Prior to this pupils in the first year have 6 periods for humanities and in the second year they have 4 periods of humanities and 2 of MACOS. To teach the third year geography there are four members of staff available. All of the third year classes are considered equal and so the allocation of teachers is simply a mathematical question of combining lessons and teachers until each member of staff has used up his allocation.

This example illustrates the constraints experienced by the head of department in allocating his teachers and these stem from administrative arrangements and the conventions employed in staffing. Many decisions are predetermined by decisions already made, e.g. the number of lessons allocated each year to the classes and the number of lessons allocated to particular teachers. These staffing decisions are curriculum decisions in so far as, although the syllabuses and forms of assessment may not change, the methods of teaching will vary from teacher to teacher. There will be differences in what the pupils actually learn.

For most of the statements in the diaries a similar amount of information was collected for each statement.

It is possible in the evidence considered so far to detect three kinds of curriculum decisions categorized by the role of the head of department. These are autonomous decisions (what Barnard referred to as creative decisions, see Appendix A)

made by the head of department acting alone; departmental decisions in which the head of department decides on a course of action in close consultation with members of the geography department; and inter-departmental decisions in which the head of department makes decisions in close consultation with members of one or more other departments. In this three-fold categorization we find similarities with the 'tell', 'sell', 'consult' and 'share' decisions referred to in Appendix A and they can also be identified in the transcript (Appendix I) of the humanities staff meeting.

A Classification of Curriculum Decisions

In Appendix A we quote Stufflebeam's (1971) matrix of four types of decisions - planning, structuring, recycling and implementing - and refer to the parallel between them and the components of Taba's (1962) objectives model of curriculum development. Taba identified seven stages in curriculum development : diagnosis of needs; formulation of objectives; selection of content; organization of learning experiences; and, determination of what to evaluate and of the ways and means of doing it. Wheeler (1967) in his 'simple curriculum process' reduced these to five : aims, goals and objectives; selection of learning experiences; selection of content; organization and integration of learning experiences and content; and evaluation. These stages seemed to be a useful starting point for classifying the curriculum decisions recorded in the diaries. To simplify the classification procedure it was decided to use four principal categories with sub-categories. The result of this classification procedure is recorded in Table 13.2.

As can be seen in this table the principal categories are aims and objectives, content, teaching methods and evaluation, with the addition of a miscellaneous category. These categories are broad and the selection of the information included in each must inevitably be arbitrary. The table must be read as a general guide to the content of curriculum decisions made and recorded by heads of geography departments in the six schools.

In Table 13.3 we have totalled the numbers to highlight the distribution through the categories. In this summer term, in all of the schools studied, the most curriculum decisions are to be found in the teaching methods category. Striking for their small numbers are the few recorded for aims and objectives.

Table 13.2. A classification of the curriculum decisions made and recorded in the study schools.

Content of curriculum decisions	Decisions made and recorded in schools: A	B	C	D	E	F	Total
1.Curriculum aims and objectives							
(i) aims		2	1				3
(ii) objectives							
2.Curriculum content							
(i) Changes in:							
a.external exam.syllabuses	1	1	1	3	2	3	11
b.internal exam.syllabuses		5	3		3	1	12
(ii) Changes in Fieldwork:							
a.related to external exams,		6		3	6	4	19
b.related to internal exams,		2		1	1		4
3.Curriculum : teaching methods							
(i) Grouping of pupils		7	4	3	1	3	18
(ii) Staffing	2	8	4	3	9	2	28
(iii) Accommodation		2	3	6		3	14
(iv) Timetable		7		5	1		13
(v) Resources							
a.Worksheets		0		8	1		9
b.Textbooks & publications	1	5	4	7	11	4	32
c.AV aids (excluding TV)				3	1	1	5
d.Educational television	8	1	2	1	2	3	17
(vi) General requisition	8	1	1		3	5	18
(vii) Teaching strategies				4			4
4.Curriculum evaluation							
(i) internal examinations		1	3	3	12	4	23
(ii) external examinations	1	2	2	2	5	1	13
5.Miscellaneous							
(i) Student teachers		1	1	1	1		4
(ii) Departmental organization		5	1		4	1	11
(iii) Others			1		1		2
TOTAL	21	56	31	53	64	35	260

Table 13.3. Numbers of curriculum decisions, in principal categories, made and recorded in the study schools.

Curriculum decisions	Decisions made and recorded in schools. A	B	C	D	E	F	Total
1.Curriculum aims and objectives	0	2	1	0	0	0	3
2.Curriculum content	1	14	4	7	12	8	46
3.Curriculum : teaching methods	19	31	18	40	29	21	158
4.Curriculum evaluation	1	3	5	5	17	5	36
5.Miscellaneous	0	6	3	1	6	1	17

It is interesting to note that in a study of curriculum planning Taylor (1970) used the same four categories in an analysis of syllabuses in various subjects. His percentage break-down for geography was as follows : aims and objectives : 3%, content : 12%, teaching methods : 81% and evaluation : 1%. Our percentages are, respectively, 1%, 18%, 61% and 14%. The dominance of teaching methods is a feature of both analyses. One should not conclude from our data that heads of departments decide how members of their departments will teach particular lessons. These precise aspects of methods are included in Table 13.2. under the sub-heading 'teaching strategies' and we can see in only one school were decisions under this sub-heading recorded. These were made by a head of department in an integrated humanities setting, when he decided the methods to be employed by non-geographers in the teaching of geographical units within a new course.

For the purposes of this research we shall curtail more general discussion of the pattern of curriculum decision-making as summarized in Tables 13.2 and 13.3 and turn to the position of decisions about educational television within the pattern.

Decisions about educational television.

Decisions about educational television are recorded as a sub-category within teaching methods. In Table 13.2. we can see that in all six of the schools decisions were recorded for this sub-category and they totalled 17. It may appear surprising to find that more decisions were recorded for educational television than for worksheets and audio-visual aids. However, the six heads of departments were fully aware of the special

interest of the investigator in gathering information about educational television and it was to be expected that they would be more meticulous in recording information about this than some of the other topics. The heads of departments did not agree with this conclusion by the investigator.

The seventeen decisions about educational television made by the heads of departments were, as recorded in their diaries :

School A.
To order notes and record the BBC TV series, Resource Unit.
To order notes and record the BBC TV series, Japan.
To purchase five colour video cassettes for above.
To preview BBC TV Japan with 3rd year syllabus for 1980-81 in mind.
To use BBC TV Resource Unit with existing 1st year course.
To record ITV Work for use with 4th and 5th year humanities course.
New TV equipment next year : we will use colour and black and white.
We shall use our existing recordings on the new and old TV equipment.

School B.
To purchase teachers' booklets for BBC TV series: Resource Unit, Our Changing World, Location Britain, Europe from the Air and Advanced Studies.

School C.
To add information about TV where relevant in the 1st year humanities course.
To look closely at the availability of TV programmes for all future courses.

School D.
To purchase teachers' guides for ITV: The Land, Work and Look Around, and BBC TV : Resource Unit and Location Britain.
List for all series the programmes to tape.

School E.
Not to buy BBC materials except for radiovision filmstrips,
To request allocation of TV room for some geography lessons.

School F.
To purchase BBC and ITV geography publications.
To record Granada TV programme 'Brazil' in the evening.
To make recommendations to the senior master concerning the hire of colour portable TV by P.T.A. for next year so that our video cassettes can be better used in the future.

It is important to notice that in all six schools decisions were made concerning the use of television programmes in the next school year. During the term in which the diaries were being completed, in four of the schools, television programmes were viewed. It should be pointed out that since no new geography series were to be transmitted by ITV in 1979-1980 some of the heads of departments had already obtained booklets for, and made recordings of, programmes from series which had already been transmitted and would be transmitted again, and so they would not need to purchase booklets. This is noticeable in schools A, C and E where television was well-established in their departments. In school A the head of department was also director of the resources centre and in school E, the head of geography was responsible for requisitioning television materials for all the departments in the school. Incidentally this latter head of department was one of the two heads of departments in the questionnaire study who viewed programmes from ten series with their pupils (see Table 9.9.)

All of the heads of departments received details of BBC programmes early in the summer term. One head of department reported that he had not received information about ITV programmes though later he was to find the literature in a box of publishers' catalogues and it had not been read. In another school, the information for ITV programmes had not reached the head of department by the end of the term.

In all of the departments concerned the information about educational television programmes was not passed on to other members of the departments. There were no diary entries recording requests made by heads of departments for decisions about viewing or recording programmes, or obtaining literature relevant to television series. Heads of departments explained that they were interested in programmes which fitted in to their schemes of work. By arranging for particular series or programmes to be recorded they were making available resources for all of the teachers in the department. Curriculum decisions pertaining to educational television, at the planning stage, in the study schools were not departmental decisions : they were decisions made by the head of department acting autonomously.

In all of the schools visited the heads of geography departments thought of educational television programmes as extra resources which might be usefully viewed with classes to enrich the teaching and learning of particular topics. In the five schools in the city they envisaged a greater use of television

in their teaching in 1979-80 principally because they had been informed that colour monitors were to be installed in their schools by the local education authority. The head of department in school E, anticipating competition for the use of the new equipment, had made a special request for geography classes to be timetabled into the television viewing room. By so doing he gained access to the equipment and classes could be switched between rooms during the year without the need to negotiate with other departments. The availability of new equipment had encouraged the head of department in school A to purchase video cassettes and in school C the head of department had decided to look carefully at the programmes to be transmitted for 1979-80 to see where they would fit into courses.

It is important to notice that all of the decisions made were planning decisions. The implementation of the decisions was planned for the next year. We have no way of judging what the chances of implementing the decisions were.

The Direction of Curriculum Decisions

In Table 13.5. we summarize the direction of curriculum decisions from two categories: decisions requested by the head of department and decisions requested from the head of department. The striking feature of this table is the dominance of intra-departmental communication regarding curriculum decisions. There are also marked differences between the schools. In both categories departments in schools B and E stand out because of the total number of the decisions. Most of the decisions requested by the head of department in school B are from members of the department, and all of those in school E. School B is a split site school with a very new head of department and a department composed predominantly of senior teachers. School E is a department where the head of department has a storeroom-staffroom adjoining two geography classrooms and here there is frequent contact with members of the department, though with those responsible for senior pupils more than others, throughout the day. In all of the schools it is noticeable that the heads of departments make very few requests for decisions from senior staff - heads and deputy heads. On average they made one request in the whole of the summer term. This tends to reinforce the notion of the autonomous subject department. The autonomy is not evident simply between the department and the senior staff it is also evident in the inter-departmental relations. Only two requests were made for decisions from other departments in all six schools.

The list of persons making requests for decisions from the heads of departments is longer than the previous list. Here there were no requests made from other departments. Two-thirds of the requests came from members of the geography departments, heads and deputy heads. In the latter requests accommodation, staff timetables, grouping of pupils and requisition of teaching materials were the principal items. It is in this second part of Table 13.5 that we can detect the importance of deputy heads in school organization and administration, which we encountered in the interviews during the winter term. The minor role played by the head of faculty in school F is noticeable in both parts of the table.

With regard to educational television the only appearance of curriculum decisions in Table 13.5 comes in the decisions 'requested from' category and in both of the schools concerned (B and C) the requests were from the teacher responsible for requisitioning television publications and these teachers simply asked the head of department to decide on the materials they required for the next year.

The heads of departments were asked to record whether the requests for curriculum decisions were communicated orally or in writing. Lyons (1974), in his study of the administrative tasks of heads and senior teachers reported, 'It is common in large secondary schools to label one of the main problems as communication and it seems a difficult lesson to learn that communication is a by-product of the type of organization that exists and that it is not a separate entity amenable to manipulation. Teachers place a high value on face to face communication, but the larger the unit of organization and the more extended and remote the hierarchy, the more likely it is that communication will be indirect and represent one-way traffic'. In Table 12.1. we can see that the schools varied in size from 630 pupils in school A to 1600 pupils in schools E and F. In Table 13.4. we record the division between oral and written communication for decisions requested by heads of departments and requested from heads of departments in the six schools.

Table 13.4. Oral and written communication of curriculum decisions.

	Schools						Total
Curriculum decisions	A	B	C	D	E	F	
1. Requested by heads of departments:							
Oral	4	13	2	6	13	6	44
Written	1	5	2	1	6	1	16
Total	5	18	4	7	19	7	60
2. Requested from heads of departments:							
Oral	5	20	6	2	17	9	59
Written	3	15	6	1	6	2	33
Total	8	35	12	3	23	11	92

Table 13.5. : Curriculum decisions requested by and requested from heads of departments.

Curriculum decisions	Schools						Total
	A	B	C	D	E	F	
1. Requested by heads of departments from:							
members of geography department	1	14	2	4	19	2	42
headteacher			1	1			2
deputy head	2	2		1		1	6
head of faculty	1					2	3
head of year		1					1
other department		1		1			2
seconded head of department	1						1
other school			1				1
librarian						1	1
AV technician						1	1
TOTAL	5	18	4	7	19	7	60
2. Requested from the head of department by:							
members of geography department		9			9	5	23
headteacher		9	4	1	2	3	19
deputy head	2	3	4	1	8	1	19
head of faculty	4					1	5
head of year	1	4				1	6
other department							
librarian		1			1		2
teacher responsible for TV		1	2				3
head of curriculum development		3					3
senior administrator		1					1
school secretary		2					2
parents		1					1
examinations board	1						1
senior mistress		1					1
senior teacher i/c exams			2				2
teacher i/c timetable					2		2
university					1		1
publisher				1			1
TOTAL	8	35	12	3	23	11	92

In five of the schools, the exception being school C, the preponderance of oral communication is noticeable. We do not propose to explore this evidence in any detail here, except to notice that in the provision of information, including information about educational television, some consideration should be given by purveyors of such information to this oral pattern.

In this chapter we have seen that in all six of the study schools decisions about the use of educational television programmes in geography were made in the summer term for the next year. We have shown the number of curriculum decisions recorded in three categories each week by heads of geography departments in the schools. The decisions made by heads of departments were grouped under four headings and the majority of decisions were concerned with teaching methods and educational television was included within these. The decisions relating to television included such aspects as accommodation, video recording, the selection of programmes to record and view, and the purchase of teachers' booklets. In considering the decisions requested by and requested from heads of departments the autonomy of the geography departments was particularly noticeable as was the predominant oral mode of communication of decisions when compared with the written mode.

CHAPTER 14

Conclusion to Part Three

In Part Three we have investigated the details of the curriculum decision-making process in six comprehensive secondary schools. In these schools heads of geography departments agreed to keep a daily curriculum diary throughout the summer term and they recorded three kinds of decision : decisions they made, decisions they asked others to make and decisions which others asked them to make. Each week the investigator visited the heads of department to discuss the contents of the week's diaries. Particular attention was paid to the place of educational television in the decisions recorded.

In Chapter 13 we present the evidence collected, principally in the form of tables. In considering the evidence we encountered difficulties in judging the quantity and quality of the decisions and there was no way of ensuring that all of the heads of departments were equally efficient in their recording. Our evidence is indicative rather than definitive and we acknowledge the bluntness of the curriculum diary as a research instrument. It is important to acknowledge, also, that the curriculum diary entries were statements of intent, they were not records of events which had already taken place. Our concern was with curriculum planning for the year ahead.

In all six of the study schools there was evidence of decision-making with reference to educational television. Four of the heads of departments made decisions on the basis of information received from the BBC and ITV. One head of department received only BBC information and the other assumed he had not received it although he was later to find it filed away with other brochures. Curriculum decisions about educational television were not departmental decisions, in the sense that all the members of departments were consulted before decisions were finally made; they were decisions made by the head of department for the department.

The amount of consultation which took place between heads of departments and the members of departments, predictably, varied from school to school. In all of the schools the autonomy of the subject department was confirmed both with regard to the senior management of the schools and to other departments. Curriculum decision-making is a departmental activity in which there was, in the study schools, remarkably little intervention from outsiders. The contact between the heads of departments with members of departments and outsiders was principally in the

oral mode, and this was so irrespective of the different sizes of the schools or the split site characteristics of two of the schools.

For the technologist interested in precisely defined and carefully regulated systems the process of curriculum development, in which curriculum decisions are a principal component, must appear untidy and anarchic. One might expect the end of the summer term to mark a critical watershed in this process. However, the termination of the monitoring study did not coincide with the conclusion of the curriculum planning process for the year ahead. Many decisions were still to be made. Thus in school D timetables for the winter term were distributed on the last day of the summer term and, a week later, the head of geography was still unclear as to whether geology would be introduced in the next term. Similarly, in school B textbooks and other materials for the newly constructed third year geography course had not been selected or ordered. In school C, the decisions reached at the meeting of senior staff, recorded in Appendix I, were put before a meeting of all humanities teachers the day before the end of the summer term and, if approved, these far-reaching decisions would need to be implemented before the start of the next term. With this difficulty of detecting the commencement and conclusion of a curriculum planning process it is not surprising that decisions about educational television appear not to fit into any neat structure or pattern. The essential feature is that in all of the study schools curriculum decisions were made about educational television. These heads of departments did engage in forward curriculum planning in which account was taken of educational television. Assumptions were made about equipment availability; information upon which decisions were based was far from complete in some cases, but the dispositions of these heads of departments to educational television were favourable.

CHAPTER 15

Summary and Conclusions

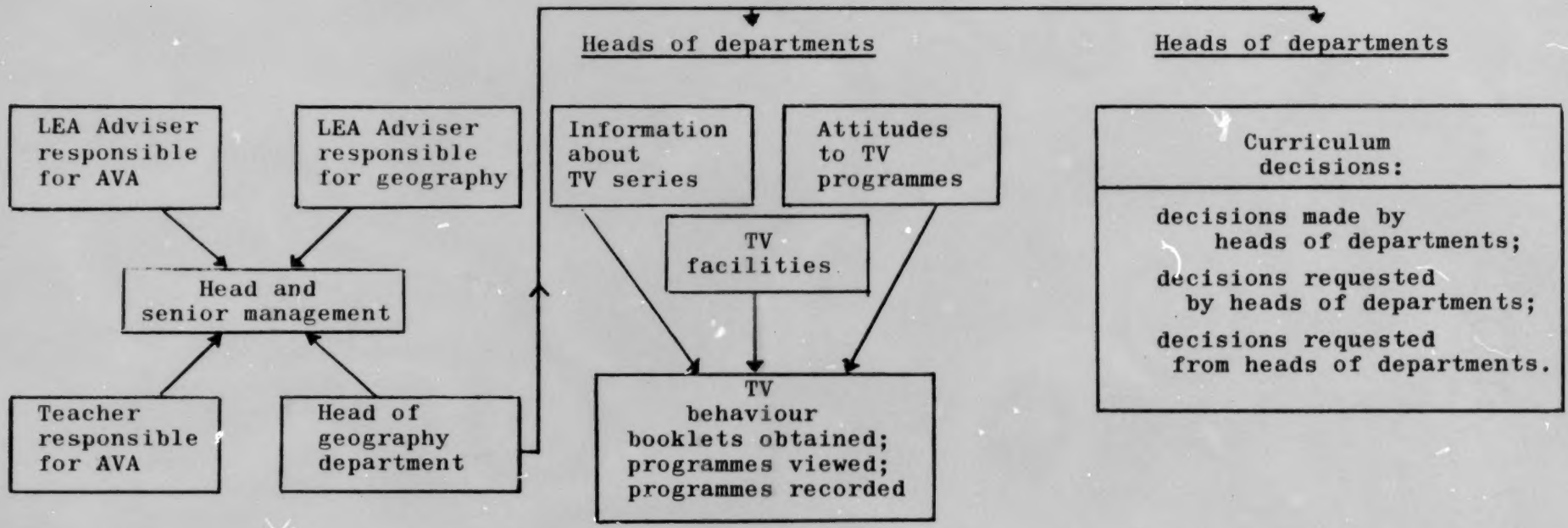
This study of curriculum decision-making and educational television has focused on heads of geography departments in maintained secondary schools. It was divided into three parts and, in the report, concluding chapters to each of the parts have summarized the way the study evolved over three school terms.

The overall pattern of the study is summarized in Fig.15.1. In this concluding chapter an attempt will be made to highlight the principal conclusions from the three parts.

Evidence from the interviews conducted in the first term illuminated the roles of selected local education authority advisers, heads and teachers with regard to resources planning, organization and allocation. At school and advisory levels there are noticeable gulfs between the administrative-technical and curriculum maintenance-development dimensions to resources planning. These gulfs are especially serious with regard to educational television. Some authority figures are principally concerned with repair and maintenance of equipment, storage, viewing accommodation, technical support and security while some are concerned only with using equipment. What was most noticeable was the variety which exists at local education authority levels and at school levels in the details of administration and use of educational television.

There is a considerable difference between a school which appoints a senior member of staff to administer its audio-visual services and another which appoints a senior member of staff as director of resources to intervene in the detailed curriculum planning of subject departments. This quality of intervention was encountered in two out of twenty schools, and it was in this intervention that one glimpsed the way a bridge could be constructed across the gulf between the administrative-technical and curriculum maintenance-development dimensions. Teachers responsible for audio-visual aids, appointed by heads for their technical expertise, administrative tidiness or authority position in the hierarchy have neither the incentive nor the reward to initiate innovatory curriculum activity in schools. There is a vast difference between changing bulbs and checking projectors in and out and evaluating the place of educational television in particular courses.

Fig.15.1. The Pattern of the Study


Heads of departments
Heads of departments
LEA Adviser responsible for AVA
LEA Adviser responsible for geography
Information about TV series
Attitudes to TV programmes
Curriculum decisions:
TV facilities
Head and senior management
decisions made by heads of departments;
decisions requested by heads of departments;
decisions requested from heads of departments.
Teacher responsible for AVA
Head of geography department
TV behaviour booklets obtained; programmes viewed; programmes recorded

Part One: The Infrastructure.

Part Two : Heads of Geography Departments and Educational Television.

Part Three : Case Studies of Curriculum Decision-making.

The conventional teacher responsible for audio-visual aids was not considered as an appropriate member of academic boards or curriculum committees, the policy-making bodies in the hierarchies of some of the schools. Their audio-visual responsibilities were extra-curricular activities and often, it appears, given low priority and low expectations because of that. The situation in the schools was paralleled in some local education authorities where audio-visual aids responsibilities were added to the work of a subject or district specialist. Yet some heads and some advisers spoke about the innovative capabilities of audio-visual aids in general and educational television in particular.

The centrality of the head in negotiating for television equipment and deciding the amount the school should possess emerged from the interviews. Generally, heads were not ambitious in their plans for educational television, in most cases the possession of one or two monitors and the same number of video cassette recorders was considered adequate even for large schools. Given the general lack of evidence of resources plans, though there was clearer evidence of curriculum plans at the macro and meso levels, it was difficult to assess the priorities for equipment acquisition and utilization in the study schools.

On the curriculum side, predictably, the head of department emerged as a central figure. In the interviews there was evidence of television utilization in the teaching of geography and the difficulties encountered by heads of departments in planning for and using television programmes. One encountered little criticism of the current provision of programmes though one had the impression that despite the information services of the independent companies, some heads of geography departments were unaware that geography programmes were transmitted in their regions by independent companies. It was startling to find a head of a geography department, who had been described by the adviser responsible for geography and by the head as a person 'who was keen and well-informed about audio-visual aids', learning about a major geography series, '<u>The Land</u>', through a casual glance at 'TV Times' and this after the series had been transmitted for several years in the region in which the teacher worked!

Equipment availability, attitudes to educational television, and information about educational television programmes being transmitted were three crucial variables in the second part of the enquiry. In an attempt to generalize from the limited data gathered in the interviews a questionnaire was carefully

designed and posted to a 10% random sample of heads of geography departments in maintained secondary schools in England, Wales and Scotland. Information about the schools provided a back-cloth to the reporting of the data gathered from 308 heads of geography departments (66% of the sample) who returned the questionnaire. These heads of departments were classified initially according to their participation in extra-school and intra-school professional and curriculum activities and on the measure of their self-assessment of their geography teaching. Heads of geography departments attained relatively low scores on the measures of intra-school and extra-school activities. One surprisingly high figure was the 151 (44%) heads of departments who stated that they had, during the last twelve months, watched some of the Open University TV programmes on geographical themes. The potency of educational television, presumably, for the in-service education of geography teachers is suggested by this response. This would appear to be a field for fruitful further enquiry, especially since only 157 (51%) had attended any courses and/or conferences on geography teaching in the same period of time. Further, we ought not to be surprised to find teachers who use television apparently for their own education to be favourably disposed towards the use of educational television in their teaching of geography.

Producers of television programmes for geography will be encouraged by the favourable disposition of heads of geography departments in this sample to the programmes. When educational television programmes are discussed with groups of geography teachers in conferences and in-service courses, frequently it is the critical comment which comes through most strongly. In the questionnaire responses, where heads of departments were presented with an equal number of favourable and unfavourable comments, divided into two sub-scales (pupils and teachers) the majority of respondents agreed with the favourable statements and disagreed with the unfavourable statements. The only exception to this general rule was the response to the statement: 'My geography lessons would be much poorer if I was unable to show my pupils educational TV programmes'. 26% agreed or strongly agreed with this statement and 44% disagreed or strongly disagreed with it, but 28% were undecided. The detailed results are to be found in Tables 8.14 and 8.15 and they make interesting reading for producers who feel that they obtain insufficient feedback from teachers about their programmes.

Far less encouraging was the information gathered about educational television viewing facilities and the respondents' knowledge of programmes. Although 87% of the schools in which the respondents worked had television viewing facilities, 52% of these heads of departments stated that the viewing and recording facilities were inadequate for their current needs. This confirmed the impression gained during the interviews in Part One.

The number of series for which teachers' booklets were obtained was used as a measure of the heads of departments' knowledge about geography programmes. From a list of eighteen series currently being transmitted for geography classes, only 10% of the respondents had obtained more than four booklets and, on average, they obtained less than two.

Although 68% of the respondents had viewed programmes from at least one series in the current school year, the average number of series from which programmes were viewed was just over two. In considering the television viewing behaviour of teachers we need to take into account their attitudes to television programmes, their knowledge about programmes and the availability of equipment. As we have noted these heads of departments were largely favourable in their attitudes but they declared themselves to be inadequately equipped and lacking in information. This data is essential background material for an understanding of the curriculum decision-making process with reference to educational television.

To explore this process in some depth six heads of departments agreed to monitor their curriculum decision-making during the summer term. All of these heads of departments had been involved in previous parts of the research and they were extremely co-operative in the monitoring study which was based upon the completion of a daily curriculum diary supplemented by weekly discussion meetings with the investigator. The investigator could find no evidence of any previous similar curriculum decision monitoring studies. At the end of an exploratory study of the way in which teachers plan their courses Taylor (1970) asserted the need for 'more research at the point where teachers actually engage in the process of planning and in the implementation of this planning in the classroom. Only in observing how teachers go about these tasks can we hope to help them refine their procedures so that they become not so much a matter of rule of thumb as a developed methodology'.

The monitoring study was embarked upon in this spirit. One was always aware that this was an exploratory study which relied heavily upon the teachers' judgement as to what was appropriate to record. The fact that it was conducted only in one term was a limiting factor also. It proved impossible to trace the curriculum plans which had been laid and the decisions which had been made prior to the start of the summer term, nor was it possible to follow the planning into the implementation stage in the winter term. This would appear to be a potentially fruitful area for further investigation.

The diaries provided data about the curriculum decisions made by heads of departments, requested by heads of departments from others, and requested from the heads of departments by others. In the entries we were able to detect the autonomy of the subject department in the making of curriculum decisions, including those decisions relating to educational television. These latter decisions were made by the head of department acting alone. Where information was available about future programmes this was read and retained by the head of department alone. Curriculum decisions pertaining to educational television were made by all six of the heads of geography departments and they included such aspects as arranging accommodation, recording of programmes, purchasing video cassettes and determining which programmes would be viewed by particular classes.

There were differences in the number of decisions made from school to school and in the numbers within categories of decisions. Most decisions were concerned with teaching methods and educational television was included in this category. Other categories were aims and objectives, curriculum content and curriculum evaluation.

We should notice that, once again, comments were made about the inadequate information about programmes produced by the independent companies, compared with BBC information. The heads of department when consulted about this explained that the BBC information was read carefully because they wanted to purchase radiovision filmstrips and so they tended to pay particular attention to requisitioning BBC materials. If the ITV geography information leaflet addressed to the head of department, which currently lists programmes relevant to geography and environmental studies, contained a simple

calendar, listing the programmes day by day, term by term, this could be pinned to the noticeboards in department staffrooms-storerooms. The addition of boxes in which teachers could tick the series for which booklets have been obtained and the programmes for which recordings have been requested would serve both to inform members of the department about programme availability and it would also delay the placing of the leaflet into the file of publishers' catalogues. Copies could be made in the school of these calendars so that they could be sent to the persons responsible for recording programmes and to heads of other departments.

The diaries contained records not only of the decisions made and requested they also showed the direction in which they were communicated and the mode of these communications. Much of the communication was inter-departmental and mostly the communications were oral. There was surprisingly little communication with heads and deputy heads and with other departments. It is this autonomy of the subject department which runs as a thread through the whole enquiry. Since educational television programmes are designed with subject departments generally in mind it is the requirements of heads of departments which must obviously be taken into account in the planning and transmission of television series. In this study we have focused narrowly on heads of geography departments in maintained secondary schools. We have no way of judging how typical these heads of departments are of heads of departments in secondary schools in general. Are heads of science, modern languages and mathematics departments likely to be any different? How do processes of curriculum decision-making in secondary schools differ from those in primary schools, middle schools, colleges of further education and other educational institutions? If there are different processes what are their implications for the utilization of educational television in these institutions?

APPENDICES

AND

REFERENCES

Appendix A : Curriculum decision-making : a review

As in many other fields of social enquiry there is a marked gulf between theory construction and empirical investigation in curriculum decision-making. At present there appears to be more evidence of the former activity than of the latter. Stufflebeam (1971), in a major attempt to gain insights into the decision-making process in education, employed evidence derived from the work of scholars in several disciplines and highlighted the problems stemming from the inadequate knowledge about the decision-making process. He expressed dissatisfaction with the rational model of decision-making and pointed to the lack of both adequate taxonomies of educational decisions and methodologies for linking evaluation to the decision-maker it will eventually serve. The questions provoked by an initial consideration of curriculum decision-making relate to definitions of curriculum decisions, the processes of curriculum decision-making, typologies of curriculum decisions, the curriculum decision-makers and the settings in which curriculum decision-making occurs.

1. Curriculum decisions.

Griffiths (1959) wrote:

> 'One approach to a definition is to employ the one used by the dictionary. In this case we have : "A settling or terminating, as of a controversy, by giving judgement on the matter; also, a conclusion arrived at after consideration". It can be seen that a decision is essentially a judicial proceeding - that is, a state of affairs is present and a judgement is made concerning it. The judgement is such as to influence action which results from the decision. Action is implicit in a decision. The judgement is made so that a course of action will be influenced'.

For Griffiths a decision is a judicial proceeding which results in action. Jaques (1966) prefers to emphasize the psychological character of a decision:

> '...a decision is a psychological event characterized by (1) the exercise of discretion, e.g. in selecting a course of action; (2) prescribed non-discretionary limits, it being possible to exercise discretion only within these limits; (3) a goal, towards which the decision maker is aiming; and (4) committal, by which is meant that an external observable event would result from a decision, a wrong decision causing waste or harm in some form'.

Levin (1972) takes this latter definition as a prelude to a discussion of decision-making in which he introduces the concept of an 'action schema'. Borrowing the term 'schema' from the work of Bartlett (1932) (who defined a schema as 'an active organization of past reactions or of past experiences which must always be supposed to be operating in any well-adapted organic response'), Levin defines a decision as :

> 'a deliberate act that generates commitment on the part of the decision maker towards an envisaged course of action of some specificity, and is moreover an act that is made in the light of - and is consistent with at least some of the elements of - an action schema, the components of which are classifiable under the headings of action, outcome and action/outcome relationships'.

The decision-maker's action schema, according to Levin, is focused on what he perceives as the need and scope for action.

These definitions serve to pinpoint the key components of a decision : the act of judgement followed by action. Before looking more closely at the processes subsumed within these two components the relevance of the definitions to curriculum decision-making must be considered briefly.

As a starting point to a definition of a curriculum decision we would suggest that there are levels of curriculum decisions and the terms macro, meso and micro can be used to delineate them. Thus, decisions concerning the school site, architecture, sex of pupils, selectivity of pupils, staff recruitment, the size of the school's population, the catchment area, may be quoted as examples of macro curriculum decisions. At the meso level we would include curriculum decisions made about the organization of the timetable, the subjects to be taught to various groups of pupils and their organization, the allocation of resources to teachers, subjects and pupils, and the modes of examination to be employed. At the micro level we would include curriculum decisions made during the course of teaching particular lessons and those decisions usually incorporated under the heading curriculum planning, that is, decisions about the aims and objectives, content, methods of teaching and learning, and assessment and course evaluation appropriate to particular subjects and courses. The introduction of this simple hierarchical classification at this point indicates the difficulty of defining the term 'curriculum decision'. A curriculum decision is a deliberate act, a judgement, which leads to action in the

curriculum. Curriculum decisions are made at various levels in the intra-school and extra-school hierarchies by individuals and groups. They reflect the action schema of the decision-makers and they can be detected in action, in changes which may or may not be made in the curriculum.

2. Processes of decision-making.

Lindblom (1968) outlined the steps which constituted 'a classical model of rational decision' in this way :

> '1. Faced with a given problem,
> 2. a rational man first clarifies his goals, values or objectives, and then ranks or otherwise organizes them in his mind;
> 3. he then lists all important possible ways of - policies for - achieving his goals;
> 4. and investigates all the important consequences that would follow from each of the alternative policies,
> 5. at which point he is in a position to compare consequences of each policy with goals
> 6. and so choose the policy with consequences most closely matching his goals'.

In this sequence are depicted the theoretical actions of the rational man, that abstraction whose behaviour was lucidly described by Downs (1957) :

> 'a rational man is one who behaves as follows : (1) he can always make a decision when confronted with a range of alternatives; (2) he ranks all the alternatives facing him in order of his preference in such a way that each is either preferred to, indifferent to, or inferior to each other; (3) his preference ranking is transitive; (4) he always chooses from among the possible alternatives that which ranks highest in his preference ordering; and (5) he always makes the same decision each time he is confronted with the same alternatives'.

The theoretical character of these models of decision-making must be emphasized and, as Stufflebeam (1971) has asserted,

> 'It seems highly unlikely that real-world decisions are in fact made in these ways....The fact that the rational model is so difficult to follow in practice, added to the fact that decision makers may find it emotionally more comfortable to be non-rational at times, makes it seem quite improbable that a model of decision making based upon rationality will be valid for actual decision making situations'.

Stufflebeam analyzed the process of decision-making and identified four stages each sub-divided into sub-stages. In summary this process is as follows:

'1. Awareness.
   - (a) Identify programmed decision situations.
   - (b) Identify unmet needs and unsolved problems.
   - (c) Identify opportunities which could be used.

2. Design.
   - (a) State the decision situation in question form.
   - (b) Specify authority and responsibility for making the decision.
   - (c) Formulate decision alternatives.
   - (d) Specify criteria which will be employed in assessing alternatives.
   - (e) Determine decision rules for use in selecting an alternative.
   - (f) Estimate the timing of the decision.

3. Choice.
   - (a) Obtain and assess criterion information related to each decision alternative.
   - (b) Apply the decision rule.
   - (c) Reflect on the efficacy of the indicated choice.
   - (d) Confirm the indicated choice, or reject it and re-cycle.

4. Action.
   - (a) Fix responsibility for implementing the chosen alternative.
   - (b) Operationalize the selected alternative.
   - (c) Reflect on the face validity of the operationalized alternative.
   - (d) Execute the operationalized alternative or re-cycle.'

If we attempt to apply this four stage model to the process of curriculum decision-making we can appreciate the difficulties of introducing precision into thinking and writing about curriculum planning, a process compounded of a multitude of decisions. A curriculum decision is likely to be part of a series of curriculum decisions, each one being contingent on the next with some generating, at the point of decision or at the point of operationalization, further curriculum decisions. One might anticipate difficulty both in detecting the origin and terminus of a curriculum decision-making process and in deciding the stage, or sub-stage, the curriculum decision-maker has reached at any moment of time. A single decision-making individual or group may be engaged simultaneously in several on-going curriculum decision-making processes, which may be inter-related in terms of the total curriculum concern of that individual or group but which may have reached different stages within each process. Stufflebeam described the problem in this way :

> '.....decisions are often layered or nested in two ways. The decisions themselves are grouped into series of contingent decisions, and a multiplicity of decision makers of similar or different levels of responsibility are involved. Sorting out decisions and assigning responsibility for making them to particular decision-makers is therefore complex and ambiguous'.

To this complexity and ambiguity must be added 'the perplexing fact that most executive decisions produce no direct evidence of themselves and that knowledge of them can only be derived from the cumulation of indirect evidence' (Barnard 1938). Not only may a decision be made which is not communicated to anyone but also decisions may be made not to decide. As Barnard asserts,

> 'The fine art of executive decision consists in not deciding questions that are now pertinent, in not deciding prematurely, in not making decisions that cannot be made effective, and in not making decisions others should make'.

For curriculum decision-making there is a problem of determining whether or not positive, or negative, curriculum decisions are being made, by whom, when and where, and with what consequences. For the investigator it is necessary to consider the points in the processes of curriculum decision-making an educational institution and its decision-makers have reached at the time an investigation commences. It is assumed that in such an investigation the investigator would be clear about the kinds of decisions in which he or she is particularly interested, and, in selecting the kinds, attention would need to be paid to some of the typologies of decisions proposed by educators and management scientists.

3. Typologies of decisions.

Classifications of decisions reflect the research interests of their creators. They are either the products of empirical investigations or, more frequently, they form part of ground clearance exercises within a more general description or analysis.

Griffiths (1967) emphasized the need to develop a set of concepts as the first task of developing an administrative theory for education and for these concepts 'their meanings must correspond to empirically observable facts or situations' (Simon 1950). For Griffiths decision-making is a key concept in this task, since, he argued, 'Organizations take their common form from the decision-making process...' After reviewing the conceptual framework of decision-making, the decision-making process and the limits on decision-making he moves to a discussion about the occasions for decision making and turns to Barnard's (1938) classification of decisions into three categories : intermediary decisions ('authoritative communication from superiors'), appellate decisions ('cases referred for decisions by subordinates'), and creative decisions ('cases originating in the initiative of the executive concerned').

Earlier we referred to curriculum decisions being made at macro, meso and micro levels of an educational institution and we can see how intermediary, appellate and creative decisions can be located within the levels and in the transactions taking place between the levels.

Stenhouse (1975) in a discussion about the school and innovation comments, 'It is clear that in Britain the ultimate decisions about decision-making lie with the head...' and he then quotes 'four styles of decisions'. Before quoting these styles we would point to the importance of an hierarchical analysis in determining the position of the decision-maker who makes the ultimate decisions about the curriculum. For institutions the position within the intra-institutional hierarchy is only one consideration and the extra-institutional hierarchy is also important. Thus, although a headteacher may hold a superordinate position with regard to the teachers in a school, this person is in a subordinate position with regard to some extra-school persons and institutions.

Returning to the 'four styles of decisions,' Loubser, Spiers and Moody (1971) defined them as :

- 'tell decisions' which are either trivial or so vital to the accountable person that he had to make the final decision himself;
- 'sell decisions' are such that the accountable person can contemplate only one possible course of action but clearly realizes that its success depends on its acceptance by others;
- 'consult decisions' for which the accountable person before choosing an alternative seeks to get maximum input from everyone concerned or with special knowledge, but is not prepared to share the ultimate responsibility for deciding; and
- 'share decisions' where the accountable person is willing to let someone else share in the decision, accepts the joint decision and shares accountability with others'.

This classification of decisions views the decision-making process from the perspective of the 'accountable person' and it serves to illuminate styles of decision-making, an aspect to which we shall return in the next section. This classification focuses upon the direction and manner, or style, in which decisions are communicated. A quite different criterion was employed by Stufflebeam (1971) in the classification which he presents as a matrix:

	Intended	Actual
Ends	Planning decisions to determine objectives	Recycling decisions to judge and react to attainments
Means	Structuring decisions to design procedures	Implementing decisions to utilize, control and refine procedures

There is a parallel between the decision categories in this matrix and the principal components of the objectives model of curriculum development as specified in a series of steps by Taba (1962). The matrix may be read as a cycle - Planning, Structuring, Implementing, Recycling, Planning.....

Stufflebeam defined these types of decisions after indicating, much earlier in his study, the classes of decisions which would need to be taken into account in the construction of any taxonomy of educational decisions. Some of these classes, he suggested, were obvious:

> 'Decisions relate to ends (goals, purposes, objectives, clients), means (programs, strategies, format, specifications), agents (offices, roles, statuses, linkages), functions (duties, expectations, actions, performance), norms (laws, standards, policies, rules, regulations), allocation (budget, staffing), order (priorities, timing, scheduling), locale (site) and affirmation (support, consent, confirmation, co-operation)'.

Both in the matrix and in this statement Stufflebeam has sought to classify the substance of decisions. He assumed a rational process but he made no presumptions about the style of the decision-maker. The distances between curriculum planning, curriculum operationalization and curriculum evaluation, all of which have their own curriculum substance and curriculum decision-making processes, become evident from Stufflebeam's analysis.

A quite different basis for analysis has been proposed by Eggleston (1977) and this stems from 'a look at the decisions actually made by all teachers in their day-to-day work in the curriculum'. He hypothesized four 'variables of curriculum decisions':

'1. Traditional/futuristic decisions.
2. Determined/innovatory decisions.
3. Commitment-based/contract-based decisions.
4. Consequential/causal decisions.'

The first variable arises from the teacher's dispositions towards traditional or futuristic curriculum patterns, towards 'culture taking' and 'culture making'. There is a high degree of overlap between the first two variables, and the second pair is only distinguishable by the emphasis given to organizational arrangements, that is, to the organization of school subjects in a curriculum, rather than to the functional aspirations characteristic of the first pair. Commitment-based decisions are those which 'are likely to see the curriculum as a 'total experience' wherein the student is not only involved in a straightforward learning experience but also in a necessary and unavoidable internalization of the official values of the school or college' (Eggleston), whereas contractual decisions are more limited in their scope and relate to the contractual relationships between teachers (suppliers) and taught (consumers). Finally, consequential/causal decisions are polarised by the view, on the one side, that the curriculum is a by-product of other social factors, and the counter view that the curriculum is a determining factor in social behaviour and social organization. Eggleston used the four variables as 'components of a model built around the idea of autonomy of the teacher in curriculum decisions'.

To stress autonomy is to stress the function of boundaries and linkages in curriculum decision-making. In part, this suggests the need for a detailed role analysis of the teacher as a curriculum decision-maker. We would argue that this is likely to confirm the dominance of the teacher at the micro level of curriculum decision making, but this dominance exists within a structure and processes of decision-making already defined by decisions made at the macro and meso levels.

Peterson (1972) in a discussion of decision-making in higher education distinguished between policy, managerial and operating, or control, decisions. These correspond, to some extent, to the macro, meso and micro levels we have introduced.

Eggleston's variables are anchored at the operating/micro level and must be regarded as only one stage in a complex hierarchy which constitutes the field of curriculum decision-making. Peterson goes on to define his three groups of decisions according to four dimensions: 'the time range over which they apply, the range of individuals or organizational units directly affected, their content, and their means-end relationships'. The prominence given here to time and the individuals and organizational units directly affected by decisions is important for curriculum decision-making. There are two different components within the time category. Firstly, there is the distinction between 'reflective' and 'immediate' decisions (Sutcliffe and Whitfield 1979), and, secondly, there is the distinction between plans made for action in the short term, medium term and long term. The emphasis on the effect of decisions reduces the significance accorded by Eggleston to the autonomy of the decision-maker.

The decision makers and styles of decision-making.

Curriculum decision-making takes place in schools and other educational institutions. It is an activity which has implications for the decision-maker both in terms of the activity or non-activity which is produced by a decision and for the pupils in whose interest the curriculum decision is taken. Getzels and Thelen (1960) in their study of the classroom group as a social system conceived of this system as involving 'two classes of phenomena which are conceptually independent and phenomenally interactive. First, there are the institutions with certain roles and expectations that will fulfil the goals of the system. Secondly, there are the individuals with certain personalities and need-dispositions inhabiting the system....' They proceed to highlight the importance of roles which they define in terms of role-expectations : 'A role has certain privileges, obligations, responsibilities and powers'. In this sense, a curriculum decision-maker is fulfilling a role, a role which may be one of many for that person. Analysis of roles requires an understanding of the institutional context in which the individual is located : its organizational structure, its relationships with other institutions, its goals, aims and objectives, its conventions and operational practices must all be considered.

In a review of decision-making in schools, Bates (1974) has emphasized that schools are organic institutions, that the school system is a sub-system of a much wider total system, and that within schools decision-making is an on-going process. He referred to the N.F.E.R. study of comprehensive schools (Monks 1970) and to their findings that 'problems tend to be tackled as they rose, on an ad hoc basis'. The way solutions are found to problems and decisions taken will reflect the role definition and expectation of the individual and the group and the personality of the decision-maker.

Studies which have explored the relationships between role, personality and action (and many examples of these can be read in the edited collections of Halpin 1967, Baron and Taylor 1969, Carver and Sergiovanni 1969, Castles, Murray and Potter 1969, and Houghton, McHugh and Morgan 1975) in educational settings have drawn on sociological studies of authority, power and leadership roles especially in bureaucracies. The distinction between autocratic and democratic styles of leadership and also upon consensus style and conflict styles of decision-making recur in this field.

These studies point to the need in any study of curriculum decision-making for a careful consideration of the roles of the curriculum decision-makers in their organizational settings and the ways in which decisions are formulated and communicated. The curriculum decision-maker conceptualised as a curriculum leader is likely to be seen in interaction with other curriculum decision-makers, subordinate and superordinate to himself or herself. In a review of the literature of schools studied as organizations and of curriculum studies the investigator found that very little attention had been paid to the processes of curriculum decision-making at the departmental level within schools. Studies of headteachers (e.g. Bernbaum 1976, Cohen 1970, Hughes 1977, Musgrove 1971) have focused on their roles and similar studies have been made of deputy heads (e.g. Burnham 1968 and Lyons 1974). By comparison the head of department has been largely neglected. Although Bailey (1973) and Marland (1971) have discussed the functions of heads of departments in secondary schools they did not seek to explore in depth the role of the head of department as a curriculum decision-maker.

Contexts of curriculum decision making.

Richardson (1973) has demonstrated how difficult is the task of seeking to understand the organization of a comprehensive secondary school. Her three year study of the intricate relationships which constitute the context in which lessons are taught and pupils learn in one school serves as a warning to any investigator wishing to generalize between schools about any school activity. Secondary schools are unique institutions, each one having its own distinctive history, architecture, curriculum conventions, organizational patterns, pupil and teacher personalities. We would, therefore, anticipate that curriculum decision-makers will vary in their roles not simply from school to school but also within a single school. Thus, if a particular head of department is studied as a curriculum decision-maker, his behaviour may be quite different from that of another head of department in the same school. These warnings point to the importance of case studies of individuals in their particular contexts and also alert one to the hazards inherent in attempts to generalize from one school to another.

Conclusion

Educational television programmes are produced for viewing in schools. Programmes designed for viewing in secondary schools are likely to reflect the subject organization of school curricula. In this subject organization the head of a subject department can be viewed as a curriculum decision-maker and the decision to use educational television programmes with classes in that subject must then be seen as a curriculum decision. To understand this decision requires an appreciation of the organizational context of schools in their intra-school and extra-school settings. This study of organizations must include a role analysis of the key persons and those aspects of the teachers' personality, e.g. his knowledge and values which have a direct bearing on the decision. Using research techniques from the social sciences it is possible to define roles and measure attitudes and behaviour. To examine processes of decision-making is a difficult task and one for which there is little empirical evidence from British schools. That it requires detailed case studies would appear obvious and through these it is assumed that the curriculum decision-making of heads of departments may be defined and the place of decisions about the use of educational television programmes in the curriculum located.

Appendix B : Loosely structured questionnaires used for the interviews in Part One

Winter Term 1978 : Advisers' Interviews *

L.E.A..... Date.....
Adviser's Name..... Tape No.....
Adviser's Title.....

Introduction:

(a) explain nature of research (reporting : funding: infrastructure of resources planning with special reference to educational TV);
(b) explain how the l.e.a. came to be selected;
(c) emphasize confidentiality;
(d) request permission to record the interview.

Questions:

1. What guidelines, if any, does the l.e.a. lay down regarding the organization of learning resources in secondary schools, e.g. (i) equipment; (ii) resources centres; (iii) staffing; (iv) libraries?
2. Who is responsible within the l.e.a. for devising such guidelines?
3. How are they communicated to schools?
4. How are they changed? How often are they changed?
5. When changes are introduced how are they communicated to schools?
   (i) circulars (ii) bulletins (iii) meetings of heads (iv) heads of departments meetings
6. Where does resources planning and organization stand in relation to other advisory functions?
7. Are the secondary schools encouraged to formulate resources policies? If so, how is this done?
8. Does the l.e.a. have a formal policy regarding the appointment of teachers with special responsibility for resources in schools?
9. Does the l.e.a. have a formal policy regarding (i) the purchase of TV equipment : hardware and software;
   (ii) the use of programmes and supplementary materials?
   (Examples : arrangements for purchase of monitors and VCRs; recording of programmes centrally; a TV library service; role of teachers' centres).

10. Does the authority organize management training courses for new heads and senior staff? Does resources organization and planning figure in such courses?

11. How do you keep yourself updated regarding learning resources for schools, and educational TV in particular?

12. Do you have any formal or informal contacts with educational television producers or other organizations concerned with audio-visual aids?

13. Do you ever receive specific requests from schools concerning educational broadcasting? If so, what is the nature of such requests?

14. Do you engage in any evaluational work on the use made of audio-visual aids in secondary schools?

15. As an adviser do you have access to special discretionary funds to promote curriculum development? If so, how are they allocated? Are such funds available to support or promote the use of educational television?

*The same pattern of questions was used for both advisers responsible for audio-visual aids and advisers responsible for geography. It will be appreciated that these questions were used as stimuli for discussion and the sequence of questions varied from adviser to adviser and many supplementary questions were added during the course of the interviews. These comments apply to all of the questionnaires in Appendix B.

Winter Term 1978 : Heads Interviews

L.E.A. ..... Date.....
Head's Name ..... Tape No. .....
School .....

Introduction:
(a) explain nature of the research (reporting: funding: infrastructure of resources planning with special reference to educational TV);
(b) explain how the school came to be selected;
(c) emphasize confidentiality;
(d) request permission to record the interview.

Questions:
1. Does the school have an overall resources (learning resources) policy?
(resources committee; resources centre; teacher responsible for AVA; library; technicians and/or auxiliaries)

2. Is the policy documented? How is it framed? Does it fit into a committee structure? (regular calendar) Are there any committees specially concerned with resources?

3. What part does the head play in resources organization? (capitation; equipment; staffing)

4. How are the head's ideas about resources organization and use communicated to staff?
(staff induction; in-school in-service training; staff development)

5. What are the links in this school between resources organization and curriculum development?
(curriculum planning committees : attended by resources person?)

6. As a head were you trained through a management training course? If so, was any attention paid to resources planning and organization on the course? Are you trying to put into practice any lessons learned on such courses?

7. What is the school policy regarding educational TV?
(monitors; VCRs; storage; administration; technicians)

8. What support do you get from the l.e.a. regarding resources? (funds; advisers; teachers' centres).

Winter Term 1978 : Interviews with Teachers Responsible for AVA

L.E.A. ..... Date.....
Teacher's Name ..... Tape No. .....
Teacher's Title .....
School .....

Introduction:

(a) explain nature of research (reporting: funding: infrastructure of resources planning with special reference to educational TV);
(b) explain how the l.e.a. came to be selected;
(c) emphasize confidentiality;
(d) request permission to record the interview.

Questions:

1. For which resources are you responsible?
2. Do you receive any time allowance or responsibility payment for your work on resources?
3. Do you have a written list of responsibilities (a job description)? Were you recruited especially for this?
4. What is your relationship with regard to resources with (i) the head; (ii) deputy head(s); (iii) heads of faculties/departments; (iv) assistant teachers; (v) committees?
5. What technical support is available for resources? (technicians and auxiliaries)
6. How does educational TV fit into your work? (monitors : monochrome/colour; special users; how obtained; videotapes and VCRs; TV publications: how obtained, distributed; role of l.e.a. and teachers' centres; l.e.a. policies)
7. Any future plans regarding educational TV?
8. Do you engage in any evaluational work with regard to TV or any other AVA resources?
9. Have you attended any conferences or courses dealing with resources, and especially resources planning? Do you have any contacts with educational TV organizations?

10. Do you have a general resources policy?
Did you design it?
Did it come to you from elsewhere in the school?

11. Is there a 'resources calendar'?
(capitation dates, meetings)

12. To what extent is TV taken into account in the planning of the curriculum?
Are you aware of any departments which incorporate TV into their syllabuses?

Winter Term 1978 : Interviews with Heads of Geography Departments

L.E.A. ..... Date.....
Teacher's Name ..... Tape No. .....
School .....

Introduction:
(a) explain nature of research (reporting: funding: infrastructure of resources planning with reference to educational TV);
(b) explain how the school came to be selected;
(c) emphasize confidentiality;
(d) request permission to record the interview.

Questions:
1. What is the place of the geography department in the school? (departmental/faculty structure; grouping of pupils; numbers of pupils; examinations pattern)
2. Are there heads of departments meetings on a fixed calendar? (subjects of meetings; place of capitation; resources)
3. Do you have formal departmental meetings? (how often: formal minutes; attended by senior staff; any concerned specifically with educational TV)
4. Does the school have a resources centre? (reprographics; AV equipment; library; technical support)
5. Do you have access to a TV monitor and VCR? (l.e.a. and school policy; how is TV equipment obtained)
6. What series and programmes have you recorded? What are you planning to view this year? How do the programmes fit into your plans? (schemes of work; TV linked materials e.g. worksheets)
7. What changes have recently occurred in your geography courses? What part has educational TV played in these? (curriculum development projects; examination boards)
8. Do you receive educational TV publications? Do you have any contacts with the educational TV companies?
9. Is there a school policy regarding educational TV? If so, who makes it and how is it communicated to you?
10. What curriculum support and development services are available to you in the l.e.a.? (teachers' centres, advisers, courses, library and museum services; video cassette loan service; TV recording facilities).

Appendix C : Media Resources Officers : Information sent to Job Applicants by I.L.E.A., April 1979.

Media Resources Officers (MRO's) are members of the non-teaching staff of the Inner London Education Authority, who are appointed, after an initial training period, to work in one of the following establishments:-

Primary school or group of schools
Secondary school
College (Further and Higher Education or Teacher Training)
Adult Education Institute
Teachers' Centre
Special School or Project

The main areas of work of the MRO are as follows:-

1. The constant review and organisation of audio/visual facilities, equipment and materials to ensure the maximum and effective utilisation of media resources. This would include all forms of film and slide projectors, tape recorders, television equipment, etc., the materials which are used with the equipment and the facilities to enable the materials to be produced and viewed effectively. The MRO would help evolve a policy whereby all teaching staff can have easy and reliable access to these resources.

2. The organisation of the repair, maintenance, and servicing of A/V equipment. MRO's are not technicians, but would be expected to carry out first line maintenance of equipment (changing plugs and bulbs, cleaning etc.) where no AVA Technician is appointed, and to liaise with the appropriate agencies within the ILEA to ensure that equipment is repaired quickly and efficiently.

3. The creation of AVA materials involving the structure of Learning Materials which would include photographic slides, audio or video tapes, films, charts, handout sheets and materials for use with the overhead projector and other associated A/V hardware.

4. The in-service training of the academic and other staff in the operation of A/V equipment and in the creation and utilisation of learning materials.

5. The development of a Resources Centre for both staff and students. The MRO would be able to assist with the creation of material, provision of appropriate equipment, advice on currently available commercial materials and training of students in the use of resources.

6. The MRO, as head of the Media Services Department, under the general direction of the Headteacher/Principal will be responsible for maintaining an inventory of AV equipment together with the organisation of its security and maintenance, within the institution.

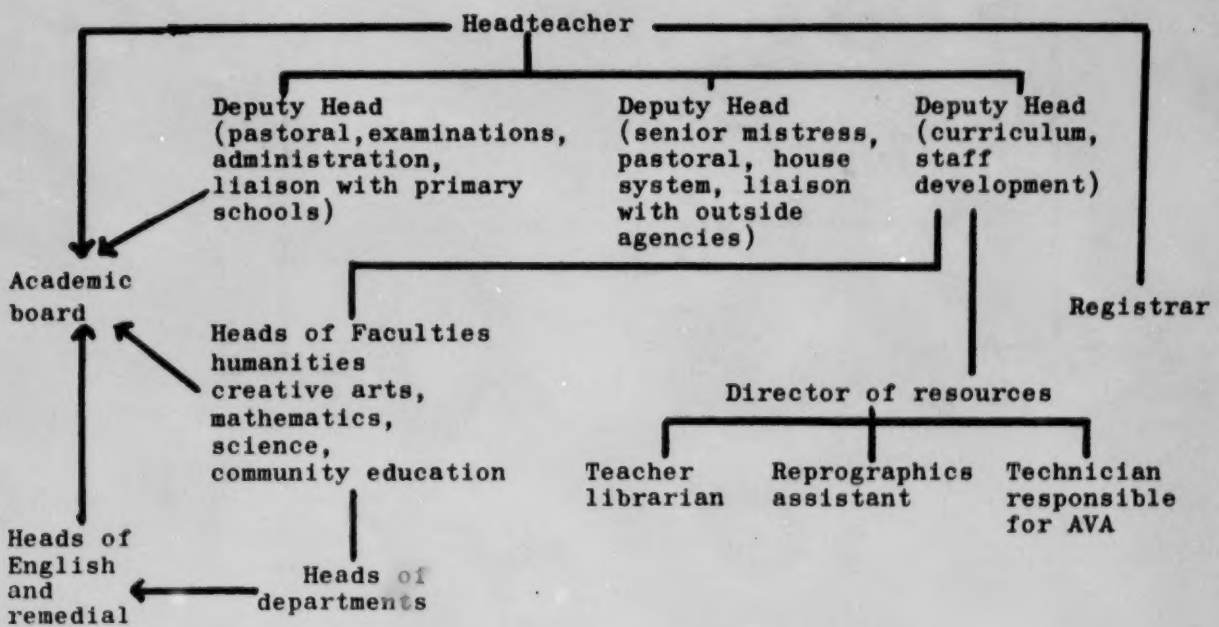
Entry Qualifications

Applicants must be at least 23 years of age, and should hold a degree or equivalent qualification (e.g. Dip.A.D., Teaching Certificate). Training in graphic design would be an advantage.

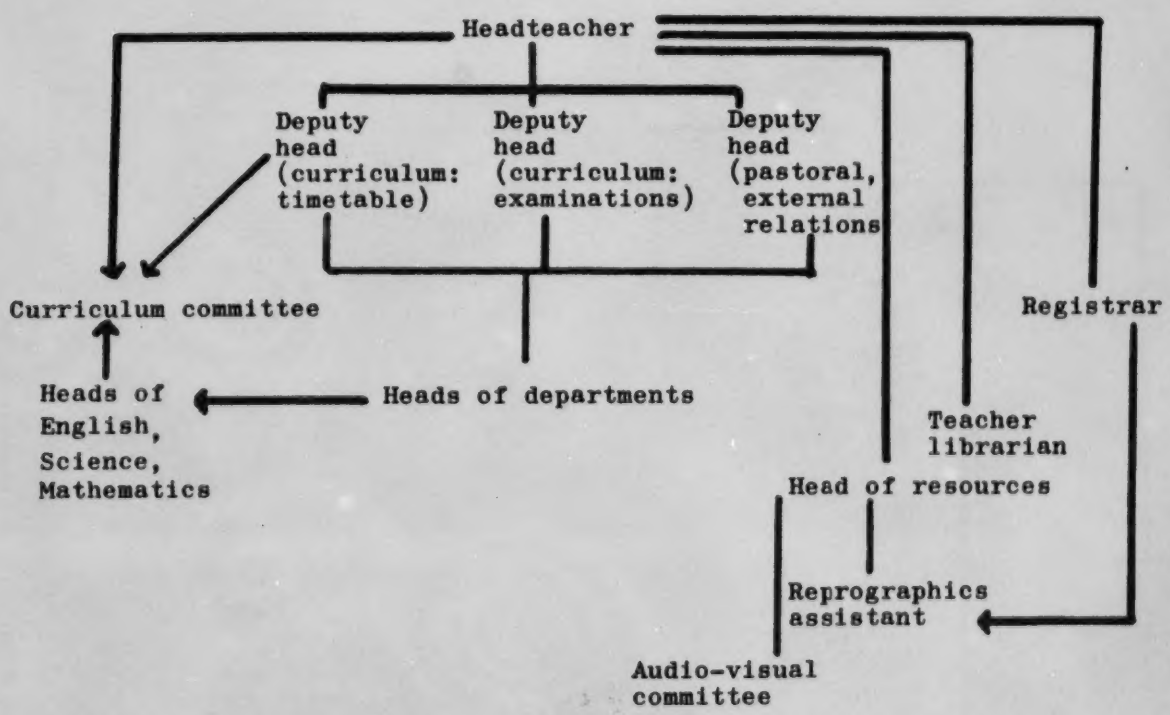
Candidates should have previous experience in either teaching, graphic design, film or television, in industry or education. Ideally applicants should have a working knowledge of sound recording, projected and non-projected materials, CCTV and basic reprography.

Appendix D : Staff hierarchies in the selected schools in Part One

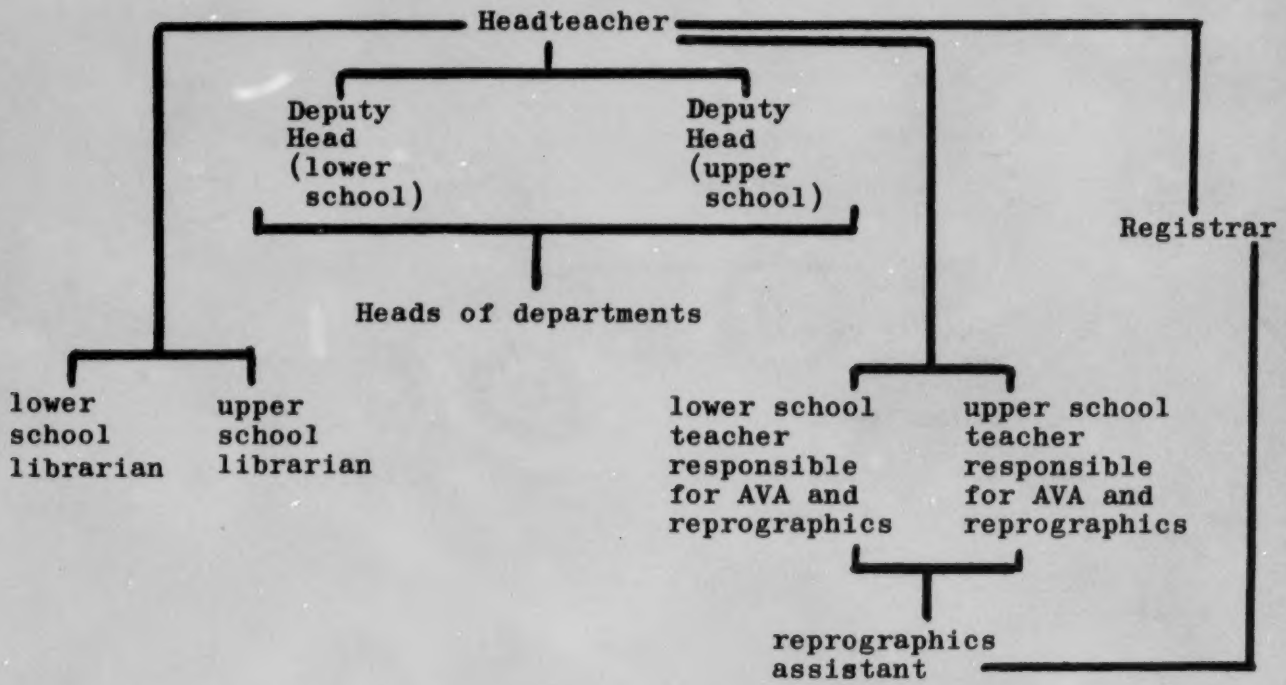
D.1. English city school 1.


Headteacher
Deputy Head (pastoral, examinations, administration, liaison with primary schools)
Deputy Head (senior mistress, pastoral, house system, liaison with outside agencies)
Deputy Head (curriculum, staff development)
Academic board
Registrar
Heads of Faculties humanities creative arts, mathematics, science, community education
Director of resources
Teacher librarian
Reprographics assistant
Technician responsible for AVA
Heads of English and remedial
Heads of departments

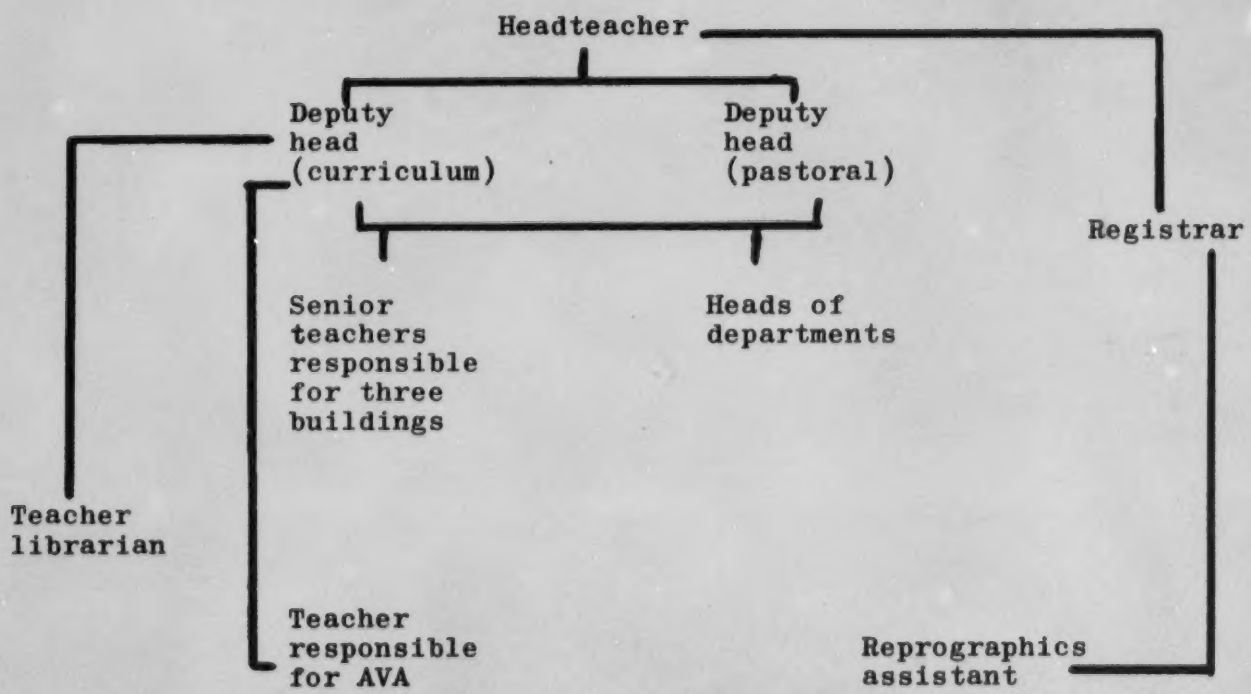
D.2. English city school 2.



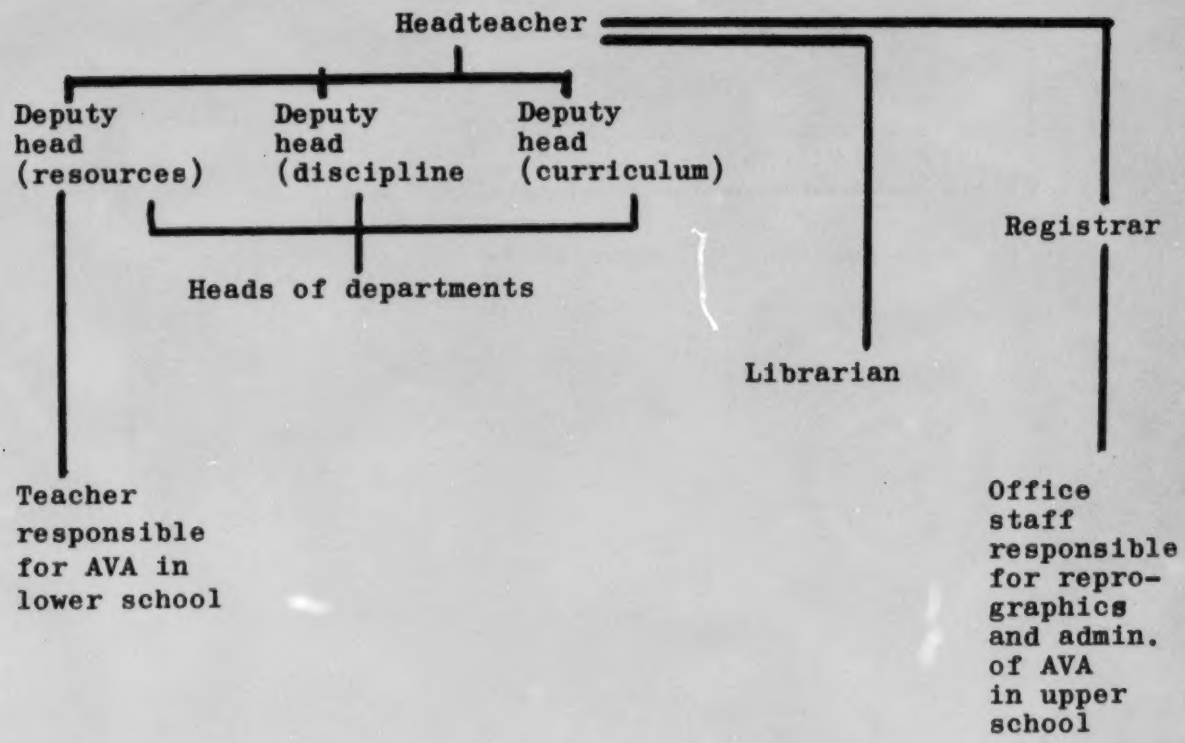
D.3. English city school 3.



D.4. English city school 4.



D.5. English city school 5



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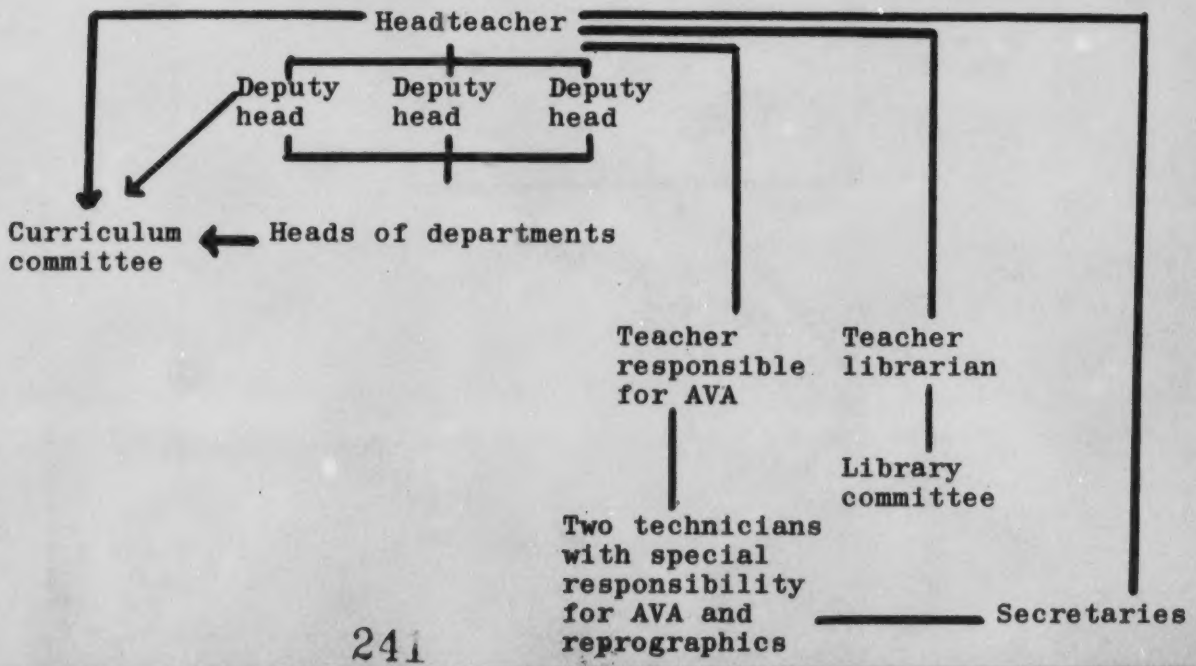
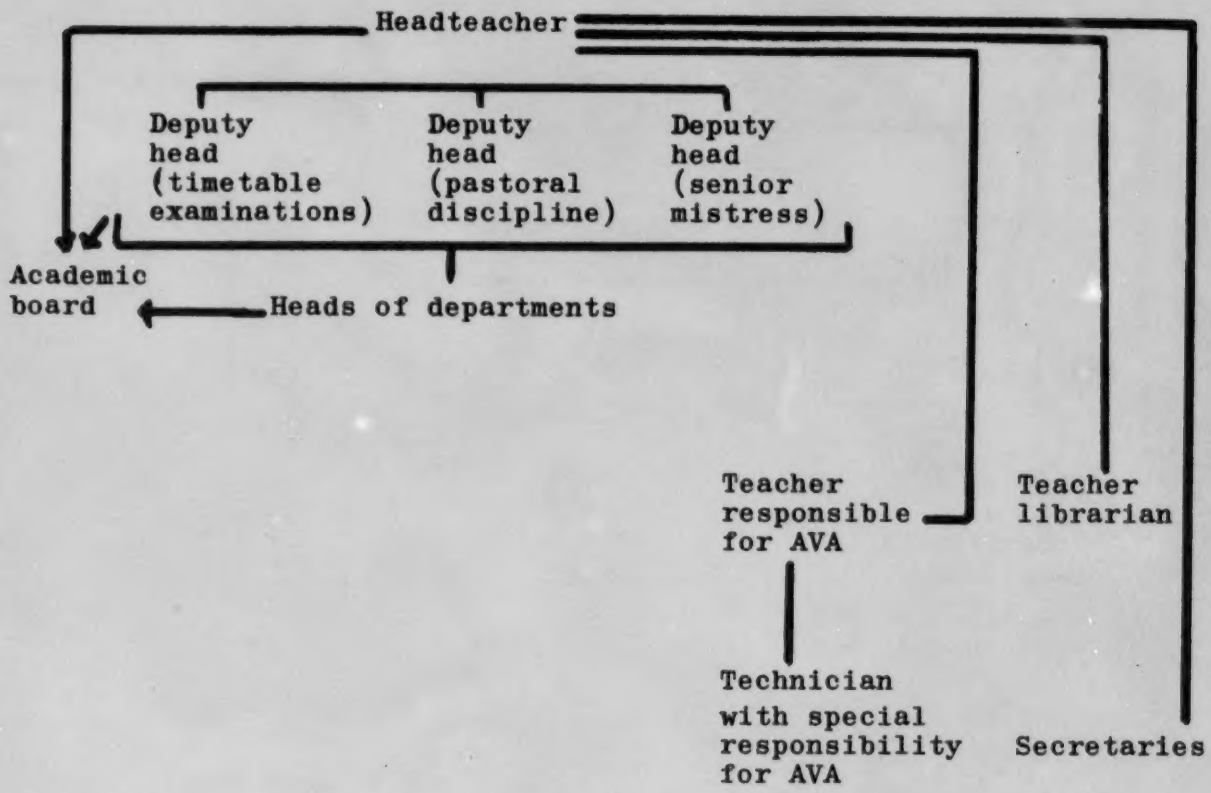
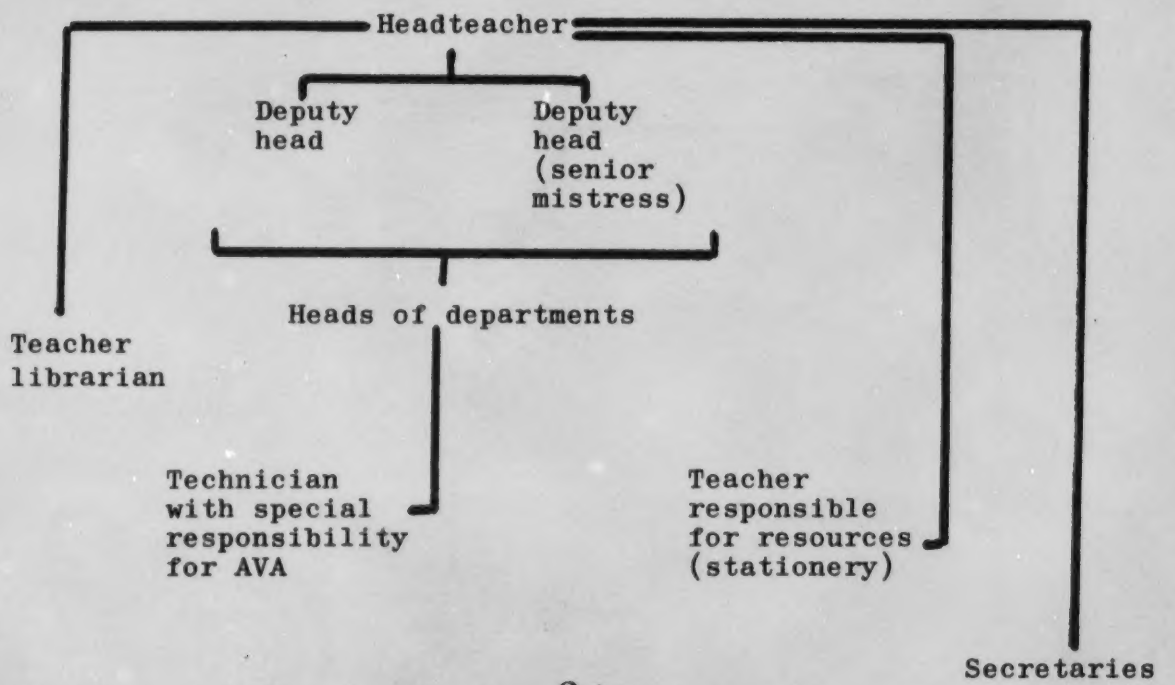


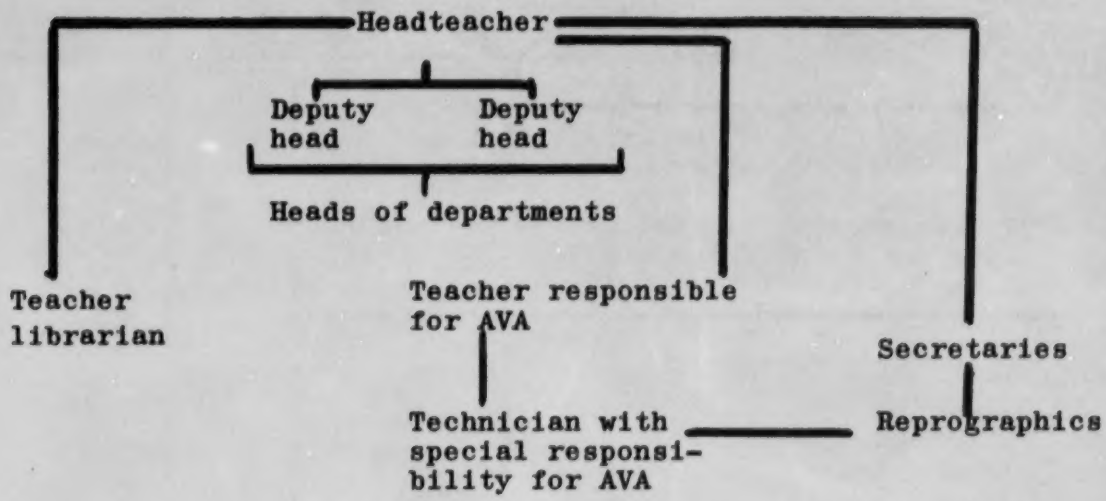
D.7. Welsh county school 2.



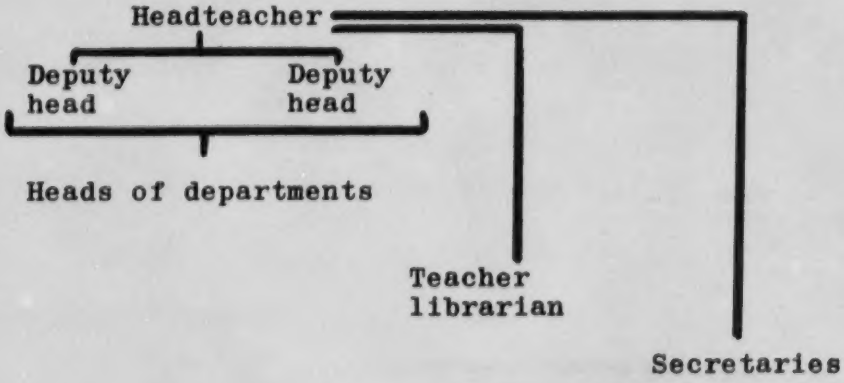
D.8. Welsh county school 3.



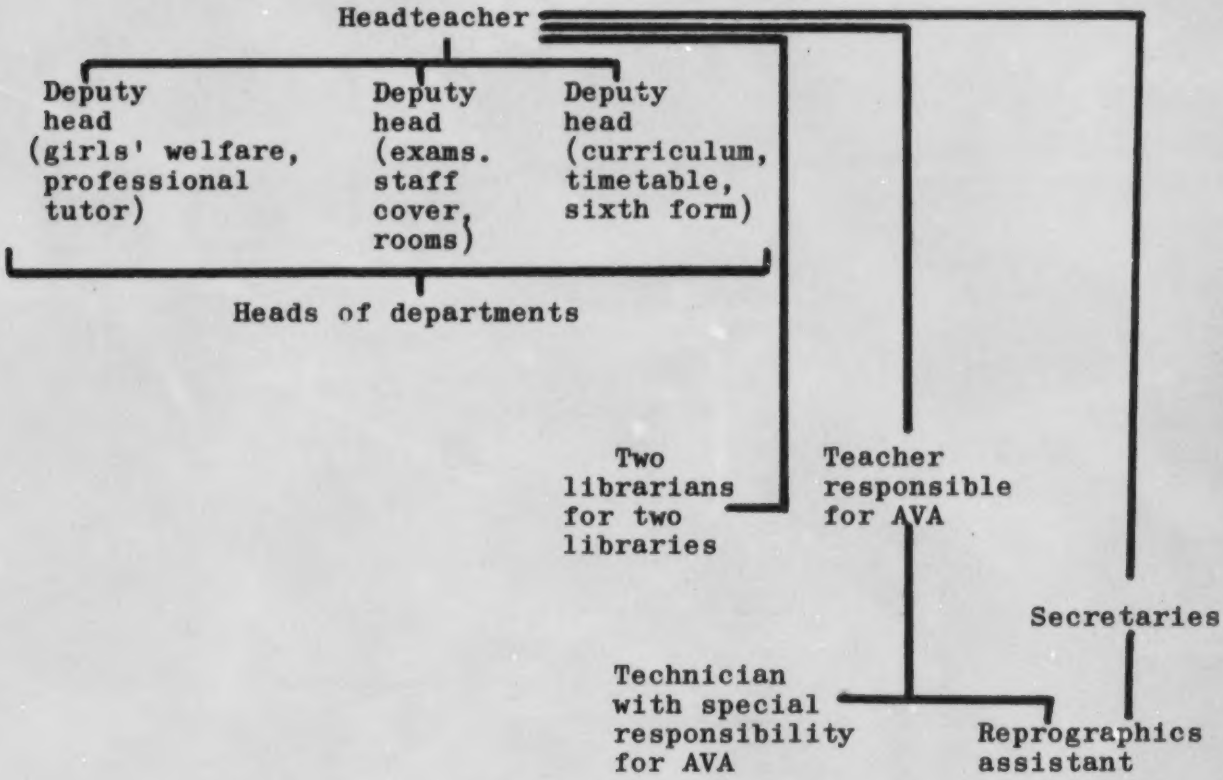
D.9. Welsh county school 4.



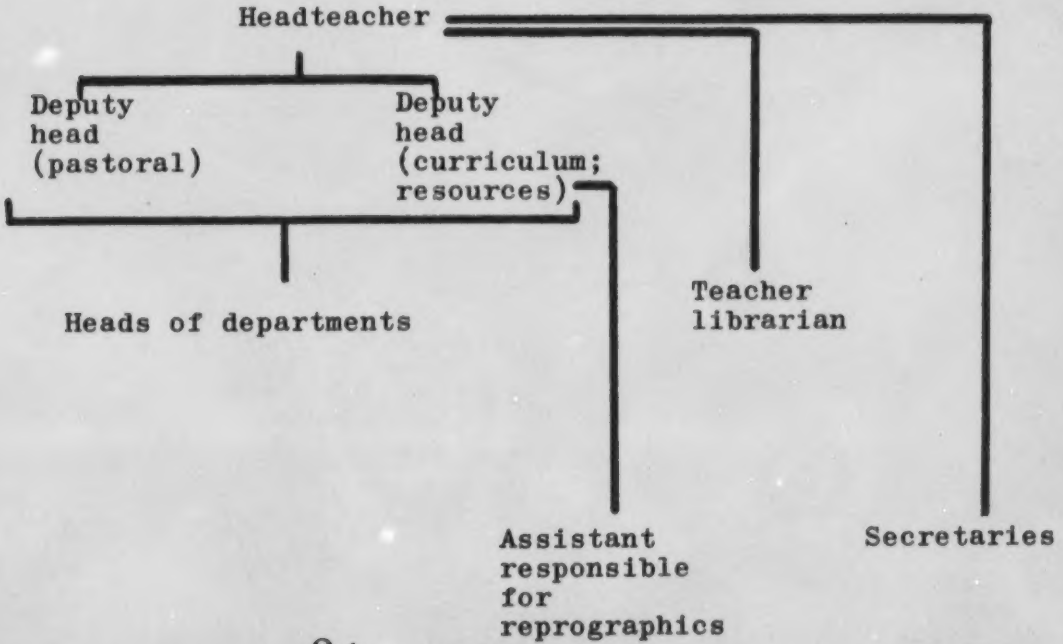
D.10. Welsh county school 5.



D.11. English county school 1.


Headteacher
Deputy head (girls' welfare, professional tutor)
Deputy head (exams. staff cover, rooms)
Deputy head (curriculum, timetable, sixth form)
Heads of departments
Two librarians for two libraries
Teacher responsible for AVA
Secretaries
Technician with special responsibility for AVA
Reprographics assistant

D.12. English county school 2.



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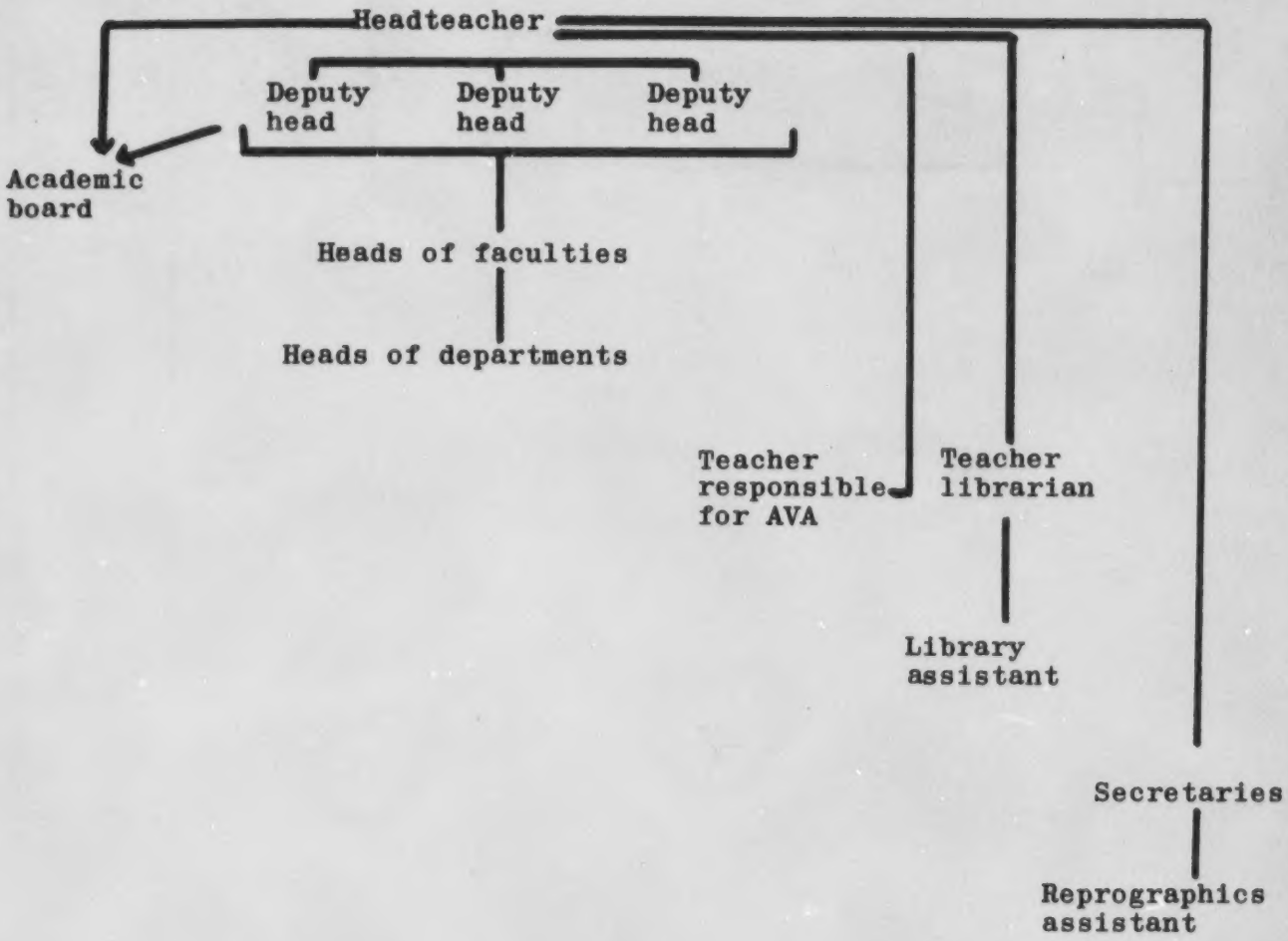
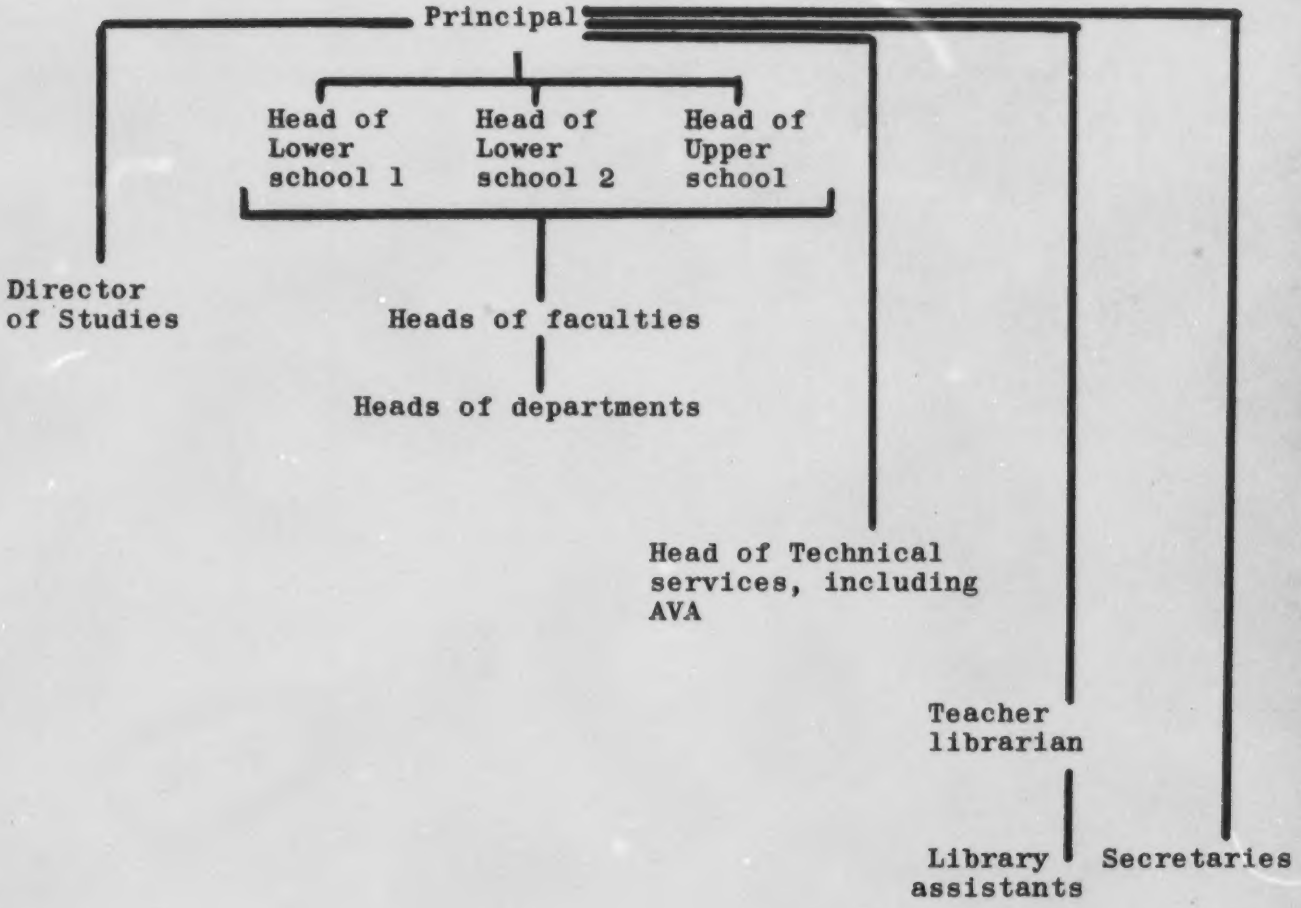
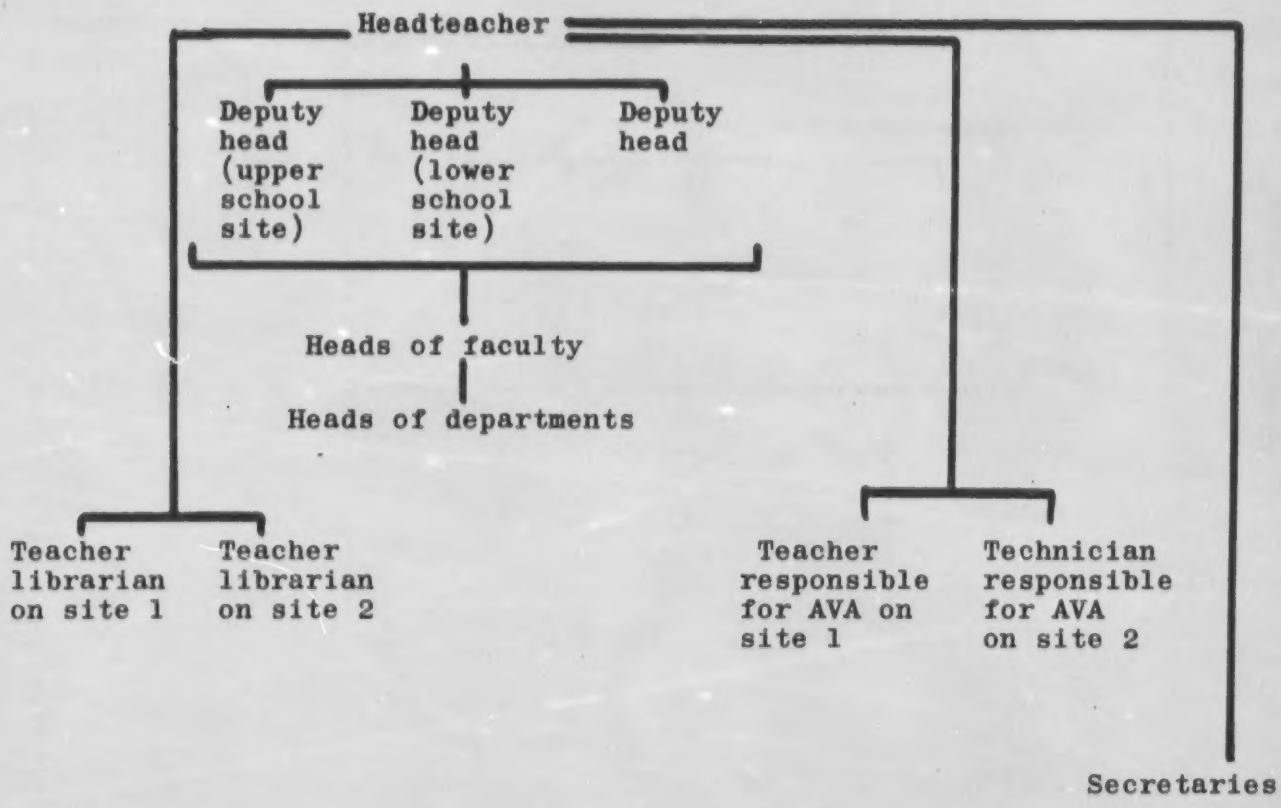


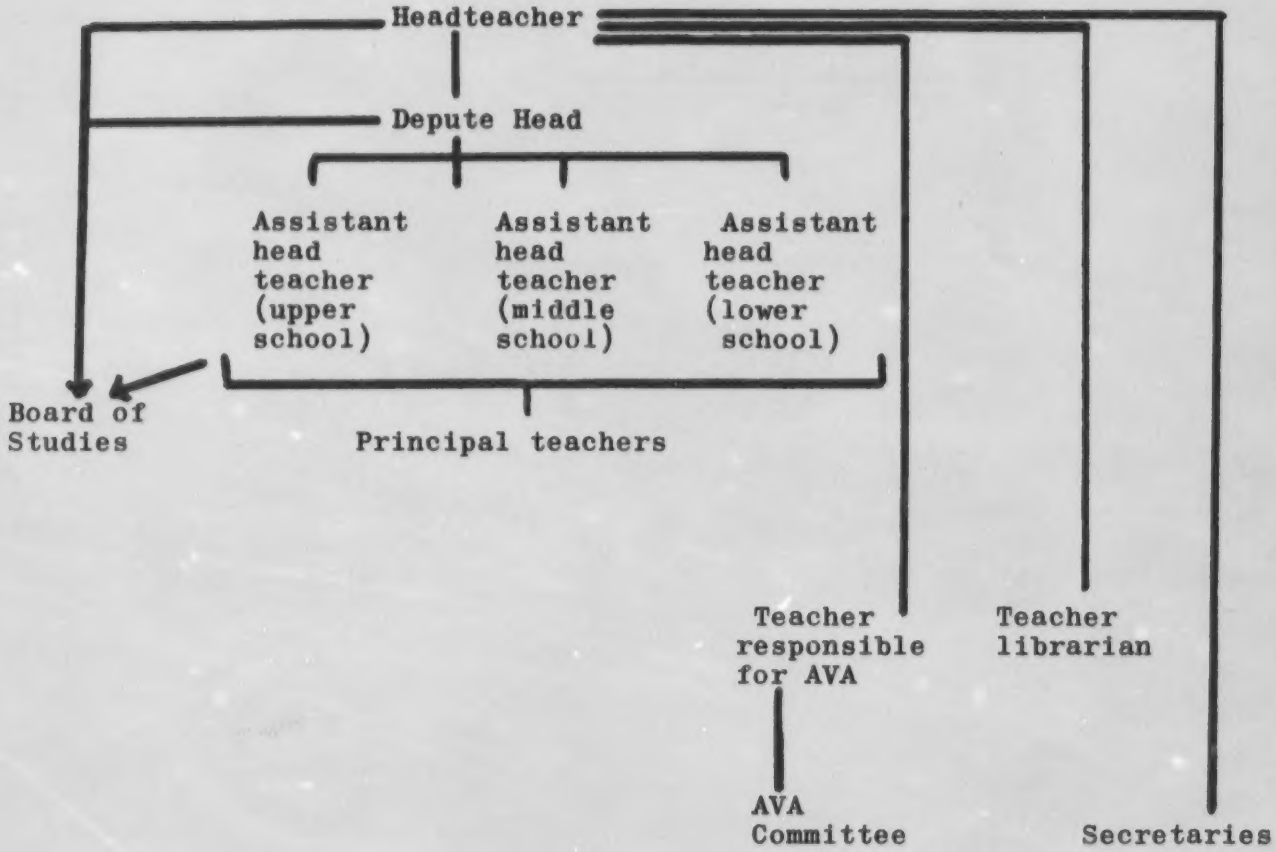
D.14. English county school 4.



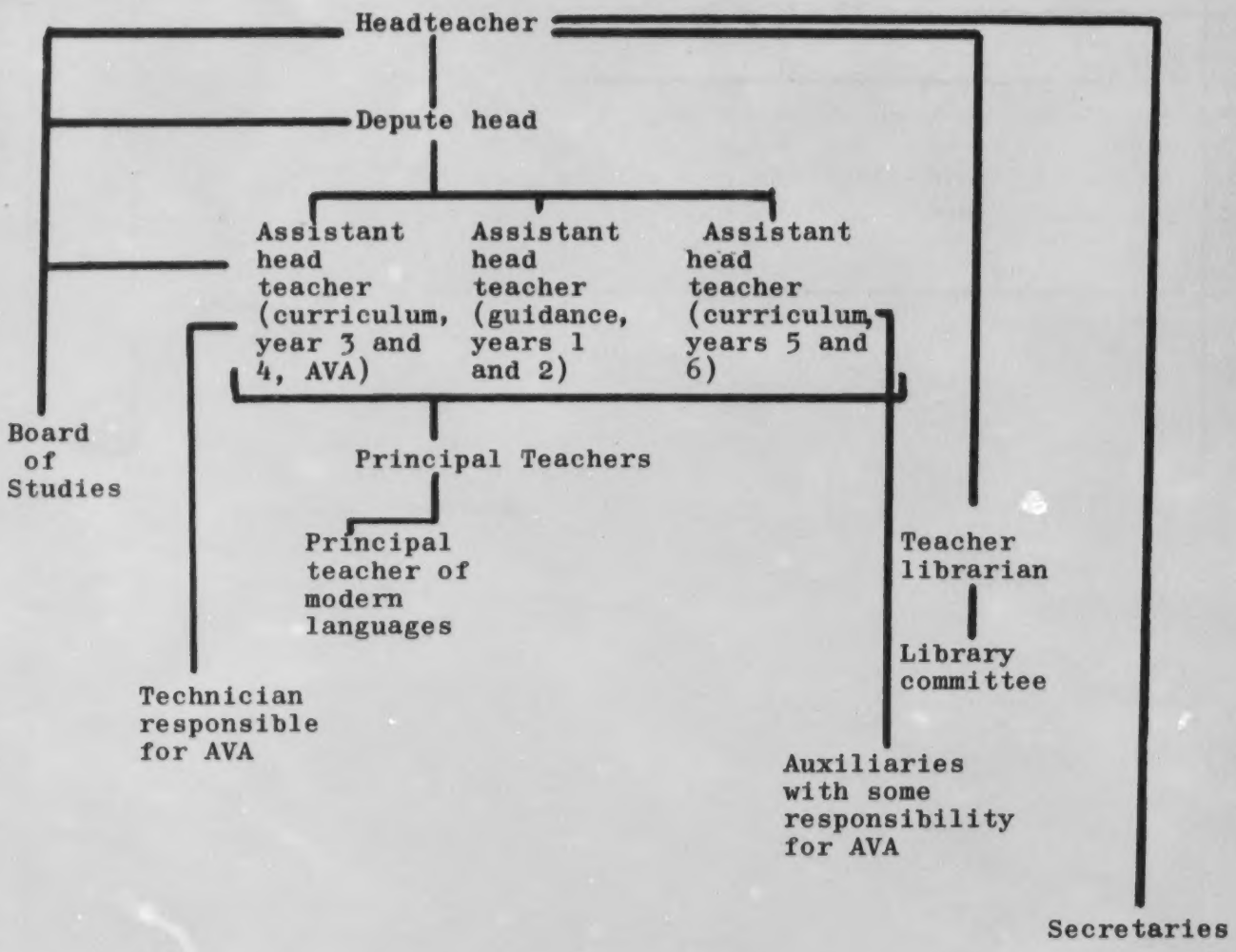
D.15. English county school 5.


Headteacher
Deputy head (upper school site)
Deputy head (lower school site)
Deputy head
Heads of faculty
Heads of departments
Teacher librarian on site 1
Teacher librarian on site 2
Teacher responsible for AVA on site 1
Technician responsible for AVA on site 2
Secretaries

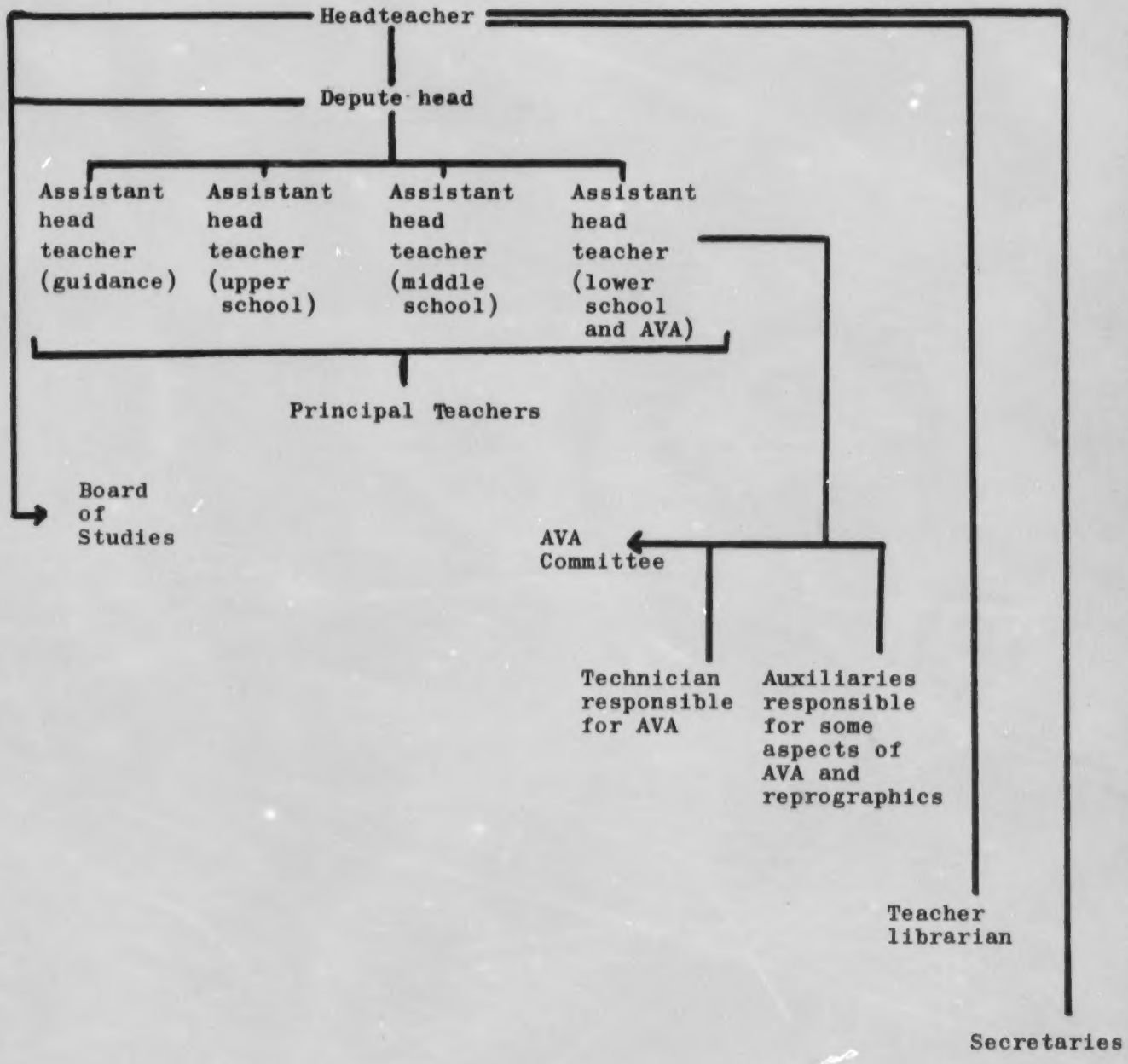
D.16. Scottish city school 1.



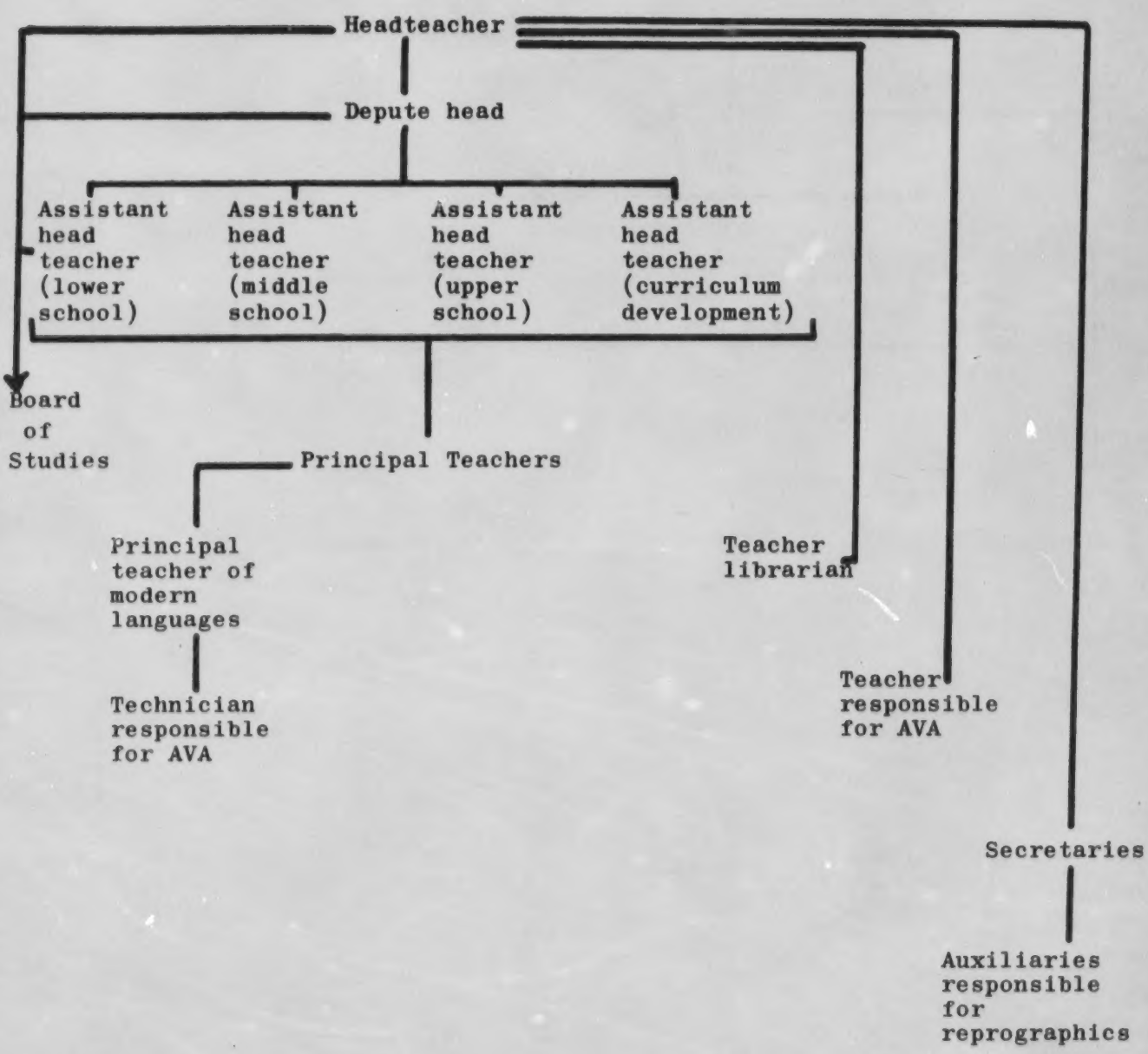
D.17. Scottish city school 2.


Headteacher
Depute head
Assistant head teacher (curriculum, year 3 and 4, AVA)
Assistant head teacher (guidance, years 1 and 2)
Assistant head teacher (curriculum, years 5 and 6)
Board of Studies
Principal Teachers
Principal teacher of modern languages
Technician responsible for AVA
Teacher librarian
Library committee
Auxiliaries with some responsibility for AVA
Secretaries

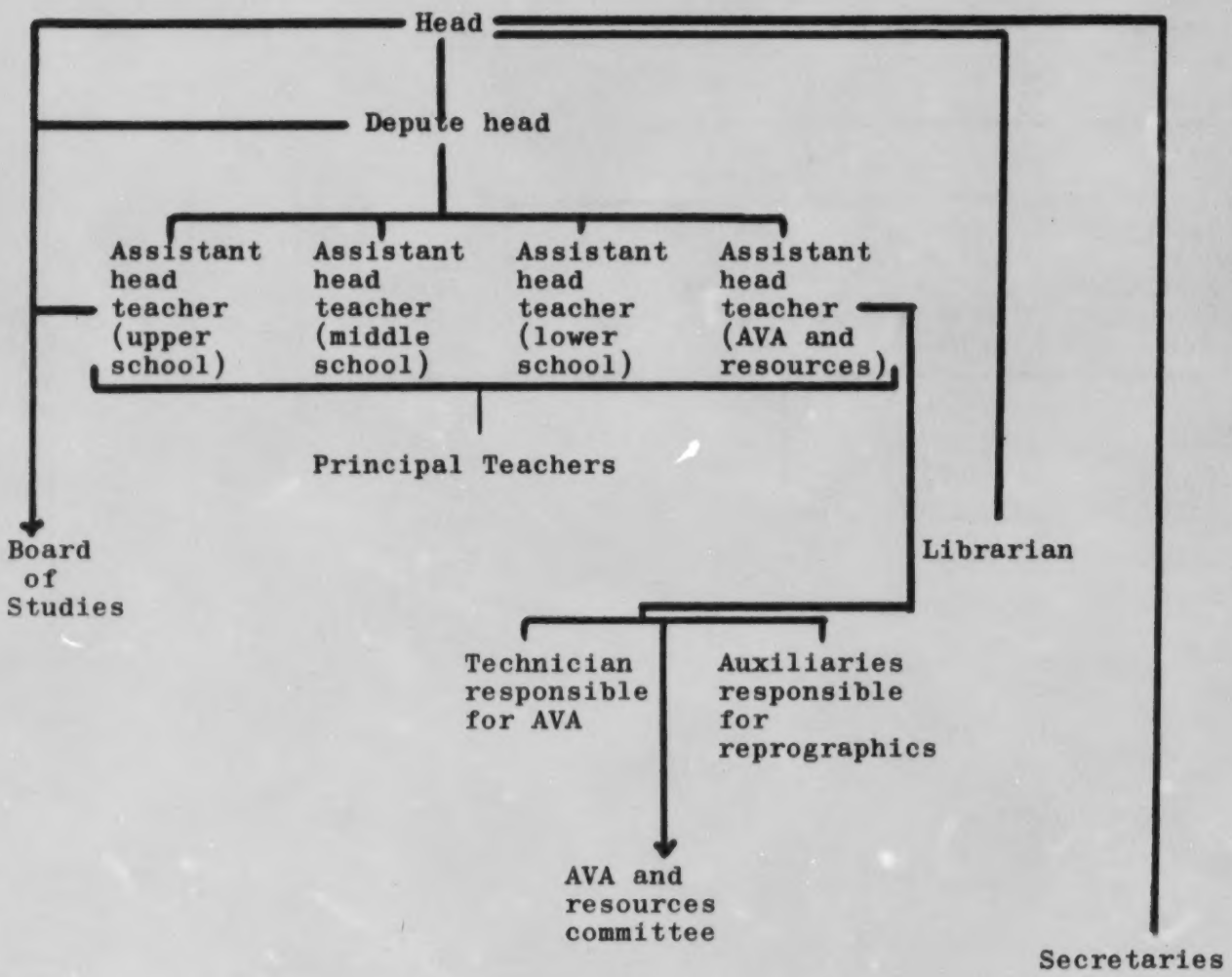
D.18. Scottish city school 3.



D.19. Scottish city school 4.



D.20. Scottish city school 5.



Appendix E : Extracts from schemes of work in a geography department.

School : An English city school (School A in Part Three)
Extract One
Scheme of Work : Third Year

Introduction

The third year is one of particular significance for both the pupil and the Geography Department.

There are two reasons for this:

1. For all pupils this is the first time that they will have experienced Geography as a separate, specialist subject, and probably the first time that they have been taught by a specialist Geography teacher.
2. For many pupils this year will also be their only experience of Geography in their entire secondary education, since they will not choose it as an option in the fourth year.

Aims

The rather isolated position of Geography in the third year must inevitably have some influence on the aims of the course, which may be summarised as follows:-

1. To develop the pupil's interest in the study of Geography:
   - by using a wide variety of teaching aids such as films, filmstrips, slides, tapes, T.V.programmes, books, maps, etc.
   - by a variety of teaching methods, including project work, individual research, simulation games and problem solving exercises.
2. To introduce the pupil to geographical concepts, reasoning, methods of enquiry and skills
   - each unit of the course will involve several important concepts or theories.
   - each unit will afford the opportunity to observe and test those concepts and theories in practice.
   - each unit will involve a variety of skills e.g. collecting information, drawing maps and graphs, interpreting photographs etc.
3. To foster and develop the pupil's:
   a) Graphicacy - by the use of maps, diagrams, drawings, graphs, etc.
   b) Numeracy - by the use of statistics, graphs, tables, etc.
   c) Literacy - in the written and spoken forms as appropriate to geographical study.

4. To revise, and if necessary reinforce, basic geographical facts, ideas and techniques provided by the Integrated Humanities course in the first and second years.
   - i.e. the course will assume knowledge of certain facts, ideas and techniques and, where they are found deficient, remedial action will be taken.

5. To develop in the pupil positive attitudes, values and feelings evoked by geographical issues.
   - i.e. to stimulate the pupil to respond actively and thereby accept, or determine for himself, certain attitudes and values.

The Course

The third year Geography course is based on the study of selected areas of the U.S.A. and involves a combination of regional, human, economic and physical geography.

The areas selected allow the teacher to adopt a traditional regional approach (though the value of this is questionable) but are more significant in that they illustrate a variety of geographical phenomena, processes, patterns and theories.

The course consists of six units, scheduled at two per term, and may be summarised thus:-

Unit	Title	Region	Geographical Significance
1	Introduction to the U.S.A.	U.S.A./North America/World	Physical environment (relief & climate) - effects on population distribution and economic geography
2	New York	The Eastern Seaboard	Urban problems, city structure, metropolitan expansion
3	North Dakota	Agricultural Interior/Great Plains	Commercial extensive agriculture. Mechanised and corporate farming. Ethnic communities. Continental climate. Rural depopulation.
4	Detroit	North East Industrial Region/ Great Lakes	Role of the car in urban planning. Suburban sprawl. Racial problems. Industry and the Gt.Lakes. The motor industry & pollution.
5	Mississippi	The South	Plantation agriculture (cotton) Changing farm economy and methods. Racial inequality. Physical geography of rivers.
6	California	West Coast	Population explosion and ethnic diversity. Mediterranean climate, "Factory" farming, } Irrigation High technology industry End of economic "boom"

Unit Two - New York

Aims

1. To describe and explain the origin, growths and importance of one of the world's major cities.
2. To illustrate the processes of urbanisation and urban decay.
3. To show how the migration of big business from the centre of New York to the suburbs is having an adverse effect on the city.
4. To show the development of the "Boswash" megapolis, and to compare it with others in the U.S.A.

Objectives

At the end of the unit the pupil should be able to:-

1. Locate New York on a map of the U.S.A.
2. Mark the position of New York on an outline map.
3. Describe the origin, growths and present importance of New York.
4. Explain the geographical factors involved in this growth.
5. Prepare simple sketch-maps to show the site and situation of New York.
6. Use the Manhattan street patterns as an example of the use of co-ordinates in determining position.
7. Describe and account for the major urban problems of New York, vis:
   - migration of business from the city;
   - poverty, unemployment, crime and racial tension;
   - traffic congestion;
   - declining public service.
8. Mark on a map the cities of Boston, New York, Philadelphia, Baltimore and Washington and the urban sprawl which links them.
9. Recognise other areas in the U.S.A. where a megapolis is or could be developing.
10. Explain the factors involved in the location of industrial and business concerns.
11. Apply those factors to a simulated situation.
12. Evaluate simulated and actual locations by the application of these factors.

RESOURCES

A. Filmstrips:

   1. New York
   2. U.S.A. - The North East
   3. New England
   4. Megapolis (Slide/Tape unit)

B. Overhead Projection Transparencies:

a) Position of New York
b) Manhattan
c) Megapolis - "Boswash"
d) Dupreville (Simulation)

C. Duplicated materials:

Map 1 - Position of New York
Map 2 - Situation of New York/Manhattan
Map 3 - Boswash
Map 4 - Dupreville
Work/Instruction Sheet - New York
Information Sheet, Recording Sheet, Map } Simulation exercise "Moving Out of the City"

Test Item II

D. Textbooks

i) Jackson & Penn "North America and Asia" pp 23-25
ii) Spinks & Brady "North Atlantic Nations" pp 306-308
iii) BBC - USA '72 pp 2-7

E. Video-tape: New York - 20 minute BBC T.V. programme

UNIT THREE - North Dakota

Aims

1. To show significant aspects of the human geography of a rural, thinly populated area of the U.S. agricultural interior.
2. To show the problems of living in a vast landscape under extreme climatic conditions.
3. To show the organisation of extensive commercial grain farming.
4. To show the effects of rural depopulation on agricultural areas.
5. To show the cycle of settlement, cultivation and desertion.

Objectives:

At the end of the unit, the pupil should be able to:-

1. Locate the Great Plains on a map of the U.S.A.
2. Outline the Great Plains in a map of the U.S.A.
3. Label correctly a map of the Great Plains.
4. Locate the state of North Dakota on a map of the Great Plains.
5. Describe the landscape of North Dakota.

6. Describe the main features of a continental climate.
7. Construct graphs from figures to illustrate a continental climate.
8. Use a climatic graph to calculate:
   - annual temperature range
   - average monthly temperature
   - total annual rainfall
9. Outline the Spring Wheat Belt on a map of the U.S.A.
10. Differentiate between spring and winter wheat.
11. State the conditions necessary for growing wheat.
12. Relate the physical environment of North Dakota to these conditions.
13. Define the terms:
   - extensive farming
   - commercial farming
14. Describe some of the changes taking place in the organisation of farming in the Great Plains.
15. Explain the increasing rural depopulation of North Dakota.
16. Understand some of the problems created by the vastness of the North Dakota landscape.
17. Suggest (in a simulated situation) a solution to a simple logistical problem typical of the Great Plains (i.e. a new school bus-route).

Resources

A. Slide Set - "The Great Plains/Wheat"

B. Overhead Projection Transparencies:

1. The Great Plains
2. Langdon, N.Dakota
3. Climatic graphs

C. Duplicated materials:

Map - The Great Plains
Worksheet - North Dakota
Simulation Game - A new Bus Route
Test Item III

D. Video-tape - North Dakota - 20 minute BBC TV programme.

E. Textbooks

i) Jackson & Penn "North America & Asia" pg.54
ii) Spinks & Brady - "North Atlantic Nations" pp 270/271
iii) B.B.C. - U.S.A. '72 - pp 8 - 11

Extract Two
Scheme of Work : GCE O Level (JMB Syllabus A)

SECTION FOUR GLACIATION

A CONTENT

a) Introduction: - the Ice Age, glaciers and ice-sheets.
b) Glaciated mountains: horns, aretes, corries.
c) Glaciated valleys: section and profile, hanging valleys, truncated spurs, moraines, ribbon lakes, roche moutonees.
d) Glaciated lowlands: outwash plains, boulder clay, eskers, drumlines,

B OBJECTIVES

The pupil should be able to:

Knowledge

4.46 Describe in general terms the effect of the quaternary Ice Age on the relief of the British Isles.
4.47 Define the terms glacier and ice-sheet.
4.48 Describe, in broad terms, landscapes associated with glaciated mountains, valleys and lowlands.
4.49 Give examples of each type of landscape from within the British Isles.
4.50 Describe the processes of weathering, erosion, transport and deposition associated with glaciated mountains, valleys and lowlands (see CONTENT)
4.51 Name the individual features associated with various types of glaciated landscapes (see CONTENT)
4.52 Give examples, wherever possible, of these features from within the British Isles.

Comprehension and Application

4.53 Identify glaciated landscapes on O.S. maps.
4.54 Account for the differences between glaciated and fluvial landscapes.
4.55 Illustrate these differences by means of diagrams and contour sketch-maps.
4.56 Explain in detail, and with the aid of diagrams and contour sketch-maps, the formation of features associated with glaciated mountains, valleys and lowlands (see CONTENT)
4.57 Recognise these features on O.S. maps and aerial photographs.
4.58 Describe and explain the relief and drainage of a glaciated landscape by the interpretation of an O.S. map.
4.59 Relate patterns of land-use, settlement and communications in glaciated uplands to relief by the interpretation of an O.S. map.

C RESOURCES

1. Textbooks

Dobson & Virgo, "New School Geography" I, pp 69-75
Young & Lowry, "British Isles" IV, pp 32-37
Young, "The Scenery of Britain", pp 22-29
Meux, "Reading Topographical Maps" pp 32-34
Bunnett, "Physical Geography in Diagrams", pp 80-89

2. Slide Set - "Glaciation in Britain"

3. Videotapes -
- "Lake District"
- "Snowdonia"
- "North West Highlands"

} Programmes from Granada TV, 'The Land'

4. O.S. maps to cover Scottish Highlands, Lake District, Snowdonia.

5. Duplicated notes, diagrams and exercises.

SECTION FIVE COASTAL LANDFORMS

A CONTENT

a) Introduction - marine erosion, transportation and deposition.
b) Highland coasts - cliffs, bays, headlands, blow-holes, stacks, arches.
c) Lowland coasts - spits, bars, longshore drift.
d) Emergent coasts - raised beaches.
e) Submerged coasts - rias, fjords.

B OBJECTIVES

The pupil should be able to:

Knowledge

4.60 Define the terms: coast, shore, beach, high and low water marks, swash and backwash, emergence and submergence.
4.61 Name and describe the processes of marine erosion and deposition.
4.62 Give examples of different types of coastline (highland, lowland, emergent, submergent) from within the British Isles.
4.63 State the major landforms associated with each type (see CONTENT).
4.64 Give examples of these landforms from within the British Isles.

Comprehension and Application

4.65 Distinguish between the terms shoreline and coastline.
4.66 Explain both the constructive and destructive work of wave action.
4.67 Distinguish between coastlines of erosion and deposition.
4.68 Explain, with the aid of diagrams, the formation of features attributable to wave erosion: cliffs, wave-cut platforms, caves, arches, stacks, blow-holes.
4.69 Identify where possible, such features on O.S. maps and aerial photographs.
4.70 Explain, with the aid of diagrams, how differential erosion can produce a headland and bay type of coastline.
4.71 Relate the grading of beach material to wave action.
4.72 Explain, with the aid of diagrams, the process of longshore drift.
4.73 Relate this process to the formation of bars and spits.
4.74 Recognise such features on O.S. maps.
4.75 Outline, in broad terms, the effects of both submergence and emergence on both highland and lowland coasts.
4.76 Explain the effects of marine action on newly submerged and emerged coasts.
4.77 Distinguish, with the aid of diagrams and sketch-maps, between a ria and fjord coastline.
4.78 Identify each type of coastline on O.S. maps and aerial photographs.
4.79 Describe the physical features of coastal areas by the interpretation of an O.S. map.

C RESOURCES

1. Textbooks:
Dobson & Virgo, "New School Geography" I, pp 76-80
Young & Lowry, "British Isles" IV, pp 38-41
Young, "The Scenery of Britain", pp 54-61
Meux, "Reading Topographical Maps", pp 54-55
Bunnett, "Physical Geography in Diagrams", pp 66-67

2. Slide Set: "Coastal Landforms"
Filmstrip: "Work of the Sea"

3. Overhead Projection Transparencies: including Flipatran "Coastal Features"

4. Videotapes:
"The Lizard and Lands End" } - Programmes from
"The South Lancashire Coast" } Granada TV, 'The Land'

5. Duplicated notes, diagrams and exercises.

SECTION SIX CHALK AND LIMESTONE LANDFORMS

A CONTENT

a) Chalk: escarpments, water-table, spring-line, artesian wells, coombes, trellis drainage.
b) Limestone: limestone pavement, scars, swallow-holes, underground drainage, gorges, caves.

B OBJECTIVES

The pupil should be able to:

Knowledge

4.80 State why chalk and limestone produce distinctive landscapes.
4.81 Name and show on a map the chalk and limestone uplands of the British Isles.
4.82 Define the terms: permeable, pervious, water-table, spring-line etc.
4.83 Identify chalk and limestone landscapes on O.S. maps and aerial photographs.
4.84 Name the major land forms which develop in chalk and limestone uplands.
4.85 Describe the ways in which chalk and limestone are weathered and eroded.

Comprehension and Application

4.86 Explain the similarities and differences between chalk and limestone.
4.87 Relate the processes of weathering and erosion in chalk and limestone to the landforms which result.
4.88 Explain in detail, and with the aid of diagrams, the formation of chalk and limestone landforms (see CONTENT)
4.89 Explain, with the aid of a diagram, the structure of artesian wells and basins.
4.90 Explain the settlement and land-use of chalk and limestone areas by the interpretation of O.S. maps and aerial photographs.
4.91 Relate the process of river capture to the development of trellis drainage patterns.

C RESOURCES

1. Textbooks:

Dobson & Virgo, "New School Geography" I, pp 56-58
Young & Lowry, "British Isles" IV, pp 26-31
Young, "The Scenery of Britain", pp 42-53
Meux, "Reading Topographical Maps" pp 38-39
Bunnett, "Physical Geography in Diagrams" pp 56-58

2. Slide Set: - "Chalk and Limestone Scenery"

3. Videotapes:
"The Northern Pennines" } - Programmes from
"The South Downs" } - Granada TV, 'The Land'

4. Overhead Projection Transparencies.

5. O.S. maps to cover chalk and limestone uplands.

6. Duplicated diagrams.

APPENDIX F

The Questionnaire used in Part Two

(a) The letter which accompanied the questionnaire.

University of Manchester
Department of Education

Oxford Road
Manchester
M13 9PL

Telephone
061-273 3333

Professor P Mittler
Professor F Musgrove
Professor A G Smithers

February 28th 1979.

Dear Colleague,

I am writing to seek your help in a study in which I am engaged. I am trying to find out the views which heads of geography departments in secondary schools have about educational television programmes in geography. To achieve this I have prepared a form which I should be very grateful indeed if you could fill in. I have tried to keep the number of questions to the minimum and I have framed them so that you can answer them quickly. The same form is being sent to a random sample of heads of geography departments in schools in England, Wales and Scotland.

The study is being funded by the Independent Broadcasting Authority and I shall be sending them a report of my findings. In this report I shall make sure that no names of schools or teachers will be mentioned.

I should be very grateful if you would return the completed form to me in the enclosed stamped addressed envelope as soon as possible.

I venture to hope that despite all the other demands on your time you will be so kind as to give me this help.

Yours faithfully,

Michael Williams.

Michael Williams,
Lecturer in Education (Geography).

(b) The questions

A. 1. Name of School .....

A. 2. Type of School : a) Age range of pupils (e.g. 11 - 18) .....

b) Boys only/Girls only/Mixed. (Delete as appropriate)

c) Number of pupils on roll : (Tick as appropriate)

Less than 1,000	
1,000 - 1,499	
More than 1,499	

d) Single site/Split site. (Delete as appropriate)

e) Comprehensive : YES ☐ NO ☐

f) If your answer to e) is YES, for how many years has the school been comprehensive ?

(Tick as appropriate)

Less than 5	
5 - 10	
More than 10	

B. 1. How many teachers are members of your geography department including yourself ?

a)	Full-time members	
b)	Shared with other departments	

B. 2. For how many years have you been the head of the geography department in this school ?

☐ Years

B. 3. For how many years have you been teaching geography in schools ? Please tick the appropriate box :

1 - 5 ☐ 6 - 10 ☐ 11 - 15 ☐ 16+ ☐

B. 4. Are you a member of any working parties, committees or groups concerned with geography, outside the school ? If so, please name them :

a. .....

b. .....

c. .....

B. 5. Are you a member of the Geographical Association ? YES ☐ NO ☐

B. 6. Are you a member of any other professional association(s) similar to the Geographical Association ? If so, please name the association(s) :

a. .....

b. .....

B. 7. Are you a subscriber to these Geography teaching journals ?

a. Teaching Geography	YES ☐	NO ☐
b. Classroom Geography	YES ☐	NO ☐
c. Journal of S.A.G.T.	YES ☐	NO ☐

B. 8. Have you directly involved your geography department in the work of any of the Schools Council curriculum development projects ? If so, please name the project(s) and state the nature of the involvement :

e.g. GYSL : Pilot School, 1972 - 1973.

a. .....

b. .....

c. .....

(PLEASE TURN OVER)

B. 9. Have you directly involved your geography department in the work of any curriculum development project(s), local, regional or national, other than those initiated by the Schools Council ? If so, please name the project(s) and state the nature of the involvement :

a. .....

b. .....

c. .....

B. 10. Have you attended any courses and/or conferences on geography teaching in the last twelve months ? If so, for each course/conference please state its name, duration and the place where it was held :

a. .....

b. .....

c. .....

B. 11. Are you an examiner or moderator in geography for a GCE, CSE or SCE board ? If so, please name the board(s) and the examination paper(s) :

a. .....

b. .....

B. 12. Do you enter candidates for a Mode II or a Mode III examination in geography which you personally have designed ? [YES] [NO]

B. 13. For GCE O level/SCE O grade do you enter candidates for geography examinations in which the emphasis is upon modern approaches to the subject ? [YES] [NO]
If so, please state the name of the examination board and the name of the paper :

.....

B. 14. For each of the following statements please indicate by circling the appropriate number, 1, 2 or 3, whether or not you agree with it :

	Agree	?	Disagree
a. The majority of geography syllabuses which I have designed for this department are regionally based.	1	2	3
b. I have been active in this school in the development of integrated courses in which geography plays an important part.	1	2	3
c. I encourage the frequent use of films, slides and filmstrips in all geography courses in this department.	1	2	3
d. I have made team teaching an important feature of our teaching in this department.	1	2	3
e. I try to ensure that most pupils engage in fieldwork in their geography courses.	1	2	3
f. I try to ensure that most fieldwork in our geography department is based on modern quantitative methods.	1	2	3
g. This geography department has frequent organised departmental meetings to discuss the teaching of geography.	1	2	3
h. This geography department is largely traditional in its approach to the teaching of the subject.	1	2	3

B. 14. continued. Please circle 1, 2 or 3.

	Agree	?	Disagree
i. I encourage the frequent use of games and simulations in all geography courses in this department.	1	2	3
j. I have made economic and human geography much more dominant than physical geography in this department.	1	2	3
k. During the last twelve months I have watched some of the Open University TV programmes on geographical themes.	1	2	3
l. I am timetabled to teach mainly classes preparing for external examinations.	1	2	3

B. 15. Below is a list of contrasting adjectives relating to a teacher with regard to geography teaching. For each pair please circle the number which is most appropriate to you, e.g. if you are looking for change more than you are suffering from too much innovation you should circle either 1, 2 or 3 for the first pair. Please circle ONLY ONE NUMBER for each pair.

WITH REGARD TO GEOGRAPHY TEACHING I AM :

a.	looking for change	1	2	3	4	5	6	7	suffering from too much innovation
b.	unambitious	1	2	3	4	5	6	7	ambitious
c.	interested	1	2	3	4	5	6	7	bored
d.	frustrated	1	2	3	4	5	6	7	satisfied
e.	energetic	1	2	3	4	5	6	7	tired
f.	organised	1	2	3	4	5	6	7	disorganised
g.	traditional	1	2	3	4	5	6	7	modern

C. Please read the following list of statements about educational television geography programmes and draw a circle round the appropriate number alongside each statement to indicate the extent of your agreement with the statement. Please circle only one number for each statement.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Few educational TV programmes in geography are worth keeping on a cassette for more than a term.	1	2	3	4	5
2. Educational TV programmes in geography are irrelevant to our school syllabuses.	1	2	3	4	5
3. Educational TV programmes provide geographical information not readily available for teachers.	1	2	3	4	5
4. Educational TV programmes make a particularly useful contribution to the geographical learning of pupils in the 11 - 13 age group.	1	2	3	4	5
5. Educational TV programmes in geography are a valuable additional resource to go with books, films and filmstrips.	1	2	3	4	5
6. Educational TV programmes in geography help to enrich the background knowledge of pupils from poor homes.	1	2	3	4	5

C. Continued. Please circle the appropriate number.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
7. Educational TV programmes provide geographical information in a way that cannot be matched by any other resources in the classroom.	1	2	3	4	5
8. Most educational TV programmes in geography are pitched at the right level for my pupils.	1	2	3	4	5
9. Educational TV programmes in geography are ignored by most pupils, who see too much TV at home.	1	2	3	4	5
10. Educational TV programmes in geography break up the monotony of chalk and talk lessons for the teacher.	1	2	3	4	5
11. Showing educational TV programmes adds very little to more conventional methods of teaching geography.	1	2	3	4	5
12. Educational TV programmes in geography usually contain language too difficult for most of my pupils to understand.	1	2	3	4	5
13. Educational TV programmes in geography are very difficult to follow up in the classroom.	1	2	3	4	5
14. Educational TV programmes contribute very little new geographical information.	1	2	3	4	5
15. My geography lessons would be much poorer if I was unable to show my pupils educational TV programmes.	1	2	3	4	5
16. With geography classes preparing for external examinations time is too precious to be wasted on watching educational TV programmes.	1	2	3	4	5
17. Teachers usually use educational TV programmes in geography as a rest from teaching.	1	2	3	4	5
18. Exercises, discussions and other learning activities can be easily linked to educational TV programmes in geography.	1	2	3	4	5
19. Pupils learn very little from watching educational TV programmes in geography.	1	2	3	4	5
20. Educational TV programmes provide useful detailed case study material for geography lessons.	1	2	3	4	5
21. Educational TV programmes in geography are regarded largely as entertainment by the pupils.	1	2	3	4	5
22. Educational TV programmes provide an up-to-date resource for geography lessons.	1	2	3	4	5

D. 1. Please read the following statements and place a tick in the box alongside each statement as appropriate for your school.

a. There are TV viewing facilities for geography classes in this school. YES ☐ NO ☐

b. Geography teachers must take their pupils to a special viewing room to watch TV programmes. YES ☐ NO ☐

c. TV programmes are viewed in colour in this school. YES ☐ NO ☐

d. TV programmes can be vide-recorded in this school. YES ☐ NO ☐

e. TV programmes are recorded by a technician/auxiliary with a special responsibility for audio-visual aids. YES ☐ NO ☐

f. Video cassettes/tapes are purchased through departmental allowances/ school audio-visual allowances/ extra-school funds (e.g. PTA funds) and stored in the geography department/ audio-visual store room. (Please delete inappropriate words.) YES ☐ NO ☐

g. The geography department in this school has adequate TV viewing/ and recording facilities for its current needs. (Please delete as appropriate.) YES ☐ NO ☐

D. 2. If there are circumstances particular to your teaching, your department and/or your school which determine your use of educational TV programmes please state these here :

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(PLEASE TURN OVER)

D. 3. Below is a list of TV series transmitted during the school year 1978 - 1979 for viewing in geography lessons. At the foot of the list there is space for you to add the names of series from previous years which you are still viewing. For each series please fill in the columns alongside.

In the first three columns please use a ✓ to indicate a YES answer.
In the next three columns please give the NUMBER of programmes.

TV SERIES	Teachers' Booklets obtained	Number of Programmes from each Series : Viewed by pupils in 1978-9	Recorded	Retained for later use	Main Audience (Age and ability)
i) ITV					
The Land					
Neighbours					
Work					
Look Around					
The World Around Us					
Meeting Our Needs					
About Wales					
Naturally Scottish					
Making a Living					
ii) BBC					
Wales and Beyond					
Geography for Secondary I and II					
Landscape					
Let's Look at Wales					
Location Britain					
Near and Far					
Europe from the Air					
Around Scotland					
On the Rocks					
iii) Other Series					

THANK YOU FOR YOUR HELP IN COMPLETING THIS FORM. The information received from yours and many other forms will be collated. In any published report of the findings care will be taken to see that no names of schools or teachers will be mentioned. If you would like to receive a brief summary of the results please place a tick here ☐.

Teacher's Name (in block letters) : Mr. / Mrs. / Miss .....

Please return the form as soon as possible in the stamped addressed envelope to :
Michael Williams, Department of Education, University of Manchester, Manchester M13 9PL.

Appendix G : List of working parties, committees or groups concerned with geography, outside the school *

1. Local Groups

Bedfordshire Board of Studies, considering the Humanities
Cambridge Geography Teachers Group
Buckinghamshire Curriculum Working Party
Geography Teaching Today Group (Cambridge University)
Cheshire Geography Teachers Group (Widnes Group)
Barrow Schools Geography Consortium
N.Derbyshire Resources Group (Geography)
Mid-Derbyshire Geography Teachers Group
S.E.Derbyshire Geography Working Party
High School/College Geography Curriculum Working Party (Exeter)
Bridgewater Geography Teachers Group
S.Glamorgan Geography Teachers Curriculum Development Committee
Surrey Schools Curriculum Development Group
Sunbury Curriculum Study Group
Ashford Geography Group
W.Midlands Geography Teachers Group
Barnsley Geography Consortium
Coventry Geography Teachers Group
Hastings-Bexhill Geography Teachers Workshop
Southend Geography Teachers Group
Liaison Committee of Local School Geography Department Heads (Gwynedd)
Herefordshire Local Geography Teachers Group
Hertfordshire Geography Teachers Association
Canterbury Group of Geography Teachers
Kent Geography Teachers Association
Geography Group for Catholic Secondary Schools (Blackburn)
Leicestershire Humanities Group
Northumberland Geography Teachers Group
Sheffield Curriculum Development Group
Sheffield Working Party on 8 - 14 Geography Curriculum Development
Trafford Fieldwork Group
Bromley & N.W.Kent Geography Association
ILEA Geography Film Panel
ILEA Geography Advisory Panel
Multi-cultural Studies Group Isledon
ILEA Development Education Videotape Working Party
ILEA Third World Teaching Group
Barking Geography Teachers Panel
Brent Geography Teachers Group
Croydon Geography Centre Consultative Committee
Ealing Teachers Association for Geography
Geography Panel (Harrow)
Hillingdon Geography Project
Hounslow Geography Teachers Panel
Newham Geography Teachers Workshop
Central Region (Scotland) Geography Curriculum Development Panel
Argyll and Bute Geography Panel
Ayr Division Geography Teachers Association
Renfrew Division Geography Working Party
Environmental Atlas of Perth Working Party
Tayside Association of Geography Teachers.

2. Groups Associated with the work of Examination Boards

South West CSE Panel
Derbyshire A Level Geography Group (Matlock College)
ALSEB Geography Panel
WJEC Syllabus Development Committee 16+
SWEB CSE Geography Panel
NREB CSE Geography Panel: Mode I
WJEC A Level Revision Sub-committee
SEB CSE Geography Panel
CSE Standing Committee for Geography (Birmingham)
YREB CSE Geography Panel
University of London A Level Geography Committee
JMB Geography Committee
Barking Advisory Group Mode III CSE Committee
SREB CSE Winchester Group
Hereford & Worcester CSE Group
EAEB Southern Geography Panel
St. Albans CSE Panel
NWREB CEE Group
WJEC Geography 16+ Working Party
WJEC A Level Geology Panel
EMREB CSE Geography Panel
NWREB 16+ Geography Examinations Committee
NWREB-ALSEB 16+ Working Party
Sheffield Group JMB A Level, Syllabus B
Trafford CSE Consortium
University of London O Level Geography Panel
MREB Geography Advisory Panel
SCEEB Geography Panel
Renfrew District O and H grade Working Party

3. Groups Associated with Schools Council Projects

Bedfordshire S.C.Geography 14-18 Consortium
Central Berkshire S.C.GYSL Project
Cheshire GYSL Group
Clwyd GYSL Panel
Exeter GYSL Group
Bristol 14-18 Consortium
Nottingham-Derby S.C.14-18 Group
Oxford S.C.16-19 Group
Cambridge S.C.14-18 Group
W.Sussex S.C.14-18 Group
Leeds Group 16-19 Project
Leeds Group 14-18 Project
GYSL O Level S.C.Group Sheffield
Kent Teachers GYSL Group
Lincolnshire GYSL Working Party
GYSL Manchester Mode II Group, ALSEB
Sheffield GYSL Assessment Group
S.Tyneside GYSL Geography Group
Trafford GYSL Group
Wirral GYSL Consortium
ILEA Working Party on N and F Exams

4. Miscellaneous Groups

Cumbria Schools Exploration Society
Geography through the medium of the Welsh Language Group
Leicester University School of Education Tutor-Teachers Group
Reading for Learning Group
Liaison Group with Warrington Town Planning Department
Liaison Committee with Hammersmith Planning Department
Geographical Association Secondary Schools Committee
Geographical Association Language and Geography Working Party
Geographical Association Sixth Form and University Committee
University of London Institute of Education Visiting Tutors Group

* The titles of these groups are as they were written by the respondents to the questionnaire. It is possible that a single group appears more than once because respondents have used different titles. It is also possible that some of the groups in the first list should appear in lists 2 and 3.

Appendix H : Results of the Analyses of Variance *

Table H.1.(i) : Viewers and Non-viewers of Television Programmes in Geography and Extra-school Activity.

Extra-school activity : Grand Mean : 5.675 S.D. 2.690

Group Means : Non-viewers : 5.000 S.D. 2.519
Viewers : 5.990 S.D. 2.710

F = 9.27 Significant at 1% (=6.63)
t = 3.045 Significant at 1% (=2.58)

Table H.1.(ii) : Viewers and Non-viewers of Television Programmes in Geography and Attitudes (Teachers) to Educational Television.

Attitudes (Teachers) to TV : Grand Mean : 33.218 S.D. 6.770

Group Means : Non-viewers : 34.888 S.D. 7.025
Viewers : 34.434 S.D. 6.303

F = 8.95 Significant at 1% (=6.63)
t = 2.991 Significant at 1% (=2.58)

Table H.1.(iii) : Viewers and Non-viewers of Television Programmes in Geography and Equipment Availability.

Equipment Availability : Grand Mean : 3.136 S.D. 1.165

Group Means : Non-viewers : 2.418 S.D. 1.324
Viewers : 3.471 S.D. 0.906

F = 65.88 Highly significant at 0.1% (=10.83)
t = 8.117 Highly significant at 0.1% (=3.29)

Table H.2.(i) : Heads of Departments with Adequate-Inadequate Educational Television Facilities and Programme Viewing.

Programmes Viewed : Grand Mean : 2.117 S.D. 2.097

Group Means : Without Adequate TV facilities: 1.078 S.D. 2.054
With Adequate TV facilities: 2.565 S.D. 2.051

F = 13.30 Highly significant at 0.1% (=10.83)
t = 3.646 Highly significant at 0.1% (=3.29)

* For the purpose of this report analysis of variance tables have been excluded.

Table H.2.(ii) : Heads of Departments with Adequate-Inadequate Educational Television Facilities and Programme Recording.

Programmes Recorded : Grand Mean : 1.870 S.D. 2.031

Group Means : Without Adequate TV Facilities: 1.453 S.D. 1.937
With Adequate TV Facilities: 2.327 S.D. 2.034

F = 14.79 Highly significant at 0.1% (=10.83)
t = 3.845 Highly significant at 0.1% (=3.29)

Table H.2.(iii) : Heads of Departments with Adequate-Inadequate Educational Television Facilities and Equipment Availability.

Equipment Availability : Grand Mean : 3.136 S.D. 1.165

Group Means : Without Adequate TV Facilities: 2.671 S.D. 1.260
With Adequate TV Facilities: 3.646 S.D. 0.781

F = 64.82 Highly significant at 0.1% (=10.83)
t = 8.051 Highly significant at 0.1% (=3.29)

Table H.3.(i) : Heads of Departments, Size of Schools and Extra-school Activity.

Extra-school Activity: Grand Mean : 5.694 S.D. 2.682

Group Means : 1. Small Schools : 5.355 S.D. 2.413
2. Medium Schools : 5.932 S.D. 2.957
3. Large Schools : 7.100 S.D. 2.879

F = 6.14 Significant at 1% (=4.61)
t = 3.357 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.3.(ii) : Heads of Departments, Size of Schools and Programme recording.

Programmes Recorded : Grand Mean : 1.895 S.D. 2.033

Group Means : 1.Small Schools : 1.554 S.D. 1.895
2.Medium Schools : 2.352 S.D. 2.006
3.Large Schools : 2.667 S.D. 2.427

F = 7.27 Highly significant at 0.1% (=6.91)
t = 3.093 (1 with 2) Highly significant at 0.2% (=3.09)
t = 2.834 (1 with 3) Significant at 1% (=2.58)

Table H.4 : Heads of Departments in Comprehensive - Non-comprehensive Schools and Intra-school Activity.

Intra-school Activity	: Grand Mean	:	20.915 S.D. 3.609
Group Means	: Comprehensive Schools	:	21.200 S.D. 3.499
	Non-Comprehensive Schools	:	19.750 S.D. 3.811

F = 7.93 Significant at 1% (= 6.63)
t = 2.817 Significant at 1% (= 2.58)

Table H.5(1) : Heads of Departments' Length of Experience and Intra-school Activity.

Intra-school Activity	: Grand Mean	:	20.917 S.D. 3.633
Group Means	: 1. Experience 0-2 years	:	21.103 S.D. 3.390
	2. " 3-5 "	:	21.747 S.D. 3.250
	3. " 6-10 "	:	20.900 S.D. 3.606
	4. " 11-15 "	:	19.455 S.D. 4.547
	5. " 16-20 "	:	21.500 S.D. 1.658
	6. " 21+ "	:	17.222 S.D. 2.780

F = 3.97 Significant at 1% (= 3.02)
t = 2.270 (1 with 4) Significant at 1% (=2.66)
t = 3.120 (1 with 6) Significant at 1% (=2.66)
t = 3.089 (2 with 4) Significant at 1% (=2.66)
t = 3.610 (2 with 6) Highly significant at 0.1% (=3.46)
t = 2.961 (3 with 6) Significant at 1% (=2.66)

Table H.5.(ii) : Heads of Departments' Length of Experience and Self-assessment.

Self-assessment :	Grand Mean :		21.861 S.D. 4.569
Group Means :	1. Experience 0-2 years :		20.701 S.D. 4.498
	2. " 3-5 " :		20.880 S.D. 4.192
	3. " 6-10 " :		22.644 S.D. 4.525
	4. " 11-15 " :		23.333 S.D. 3.640
	5. " 16-20 " :		24.125 S.D. 6.412
	6. " 21 + " :		26.000 S.D. 3.432

F = 5.22 Significant at 1% (=3.02)
t = 2.922 (1 with 3) Significant at 1% (=2.58)
t = 2.910 (1 with 4) Significant at 1% (=2.66)
t = 3.421 (1 with 6) Highly significant at 0.2% (=3.23)
t = 2.655 (2 with 4) Significant at 1% (= 2.66)
t = 3.281 (2 with 6) Highly significant at 0.2% (=3.23)

Table H.6.(i) : Heads of Departments' Length of Teaching Experience and Intra-school Activity.

Intra-school Activity :	Grand Mean :		20.919 S.D. 3.600
Group Means :	1. Teaching Experience 1-5 years	21.667	S.D. 2.082
	2. " " 6-10 "	21.224	S.D. 3.375
	3. " " 11-15 "	21.481	S.D. 3.270
	4. " " 16 + "	19.750	S.D. 3.909

F = 4.64 Significant at 1% (=3.78)
t = 2.734 (1 with 4) Significant at 1% (=2.58)
t = 2.891 (2 with 4) Significant at 1% (=2.58)
t = 3.130 (3 with 4) Highly significant at 0.2% (=3.09)

Table H.6.(ii) : Heads of Departments' Length of Teaching Experience and Self-assessment.

Self-assessment :	Grand Mean :		21.873 S.D. 4.625
Group Means :	1.Teaching experience 1-5 years	20.222	S.D. 4.802
	2. " " 6-10 "	20.897	S.D. 4.630
	3. " " 11-15 "	21.857	S.D. 3.847
	4. " " 16 + "	23.750	S.D. 4.541

F = 8.50 Highly significant at 0.1% (=5.42)
t = 3.988 (1 with 4) Highly significant at 0.1% (=3.29)
t = 4.433 (2 with 4) Highly significant at 0.1% (=3.29)
t = 2.713 (3 with 4) Significant at 1% (=2.58)

Table H.6. (iii) : Heads of Departments' Length of Teaching Experience and Booklets obtained.

Booklets Obtained : Grand Mean : 1.792 S.D. 2.242

Group Means : 1. Teaching experience 1-5 years: 1.000 S.D. 1.871
2. " " 6-10 " 1.879 S.D. 2.319
3. " " 11-15 " 2.636 S.D. 2.460
4. " " 16 + " 1.273 S.D. 1.782

F = 7.15 Highly significant at 0.1% (=5.42)
t = 3.715 (1 with 3) Significant at 1% (=2.66)
t = 4.006 (3 with 4) Highly significant at 0.1% (=3.29)

Table H.7.(i) : Heads of Departments' involvement in Schools Council Projects and extra-school Activity.

Extra-school Activity : Grand Mean : 5.675 S.D. 2.690

Group Means : No involvement : 5.160 S.D. 2.528
Involvement : 7.072 S.D. 2.620

F = 33.79 Highly significant at 0.1% (=10.83)
t = 5.813 Highly significant at 0.1% (=3.29)

Table H.7.(ii) : Heads of Departments' involvement in Schools Council Projects and Intra-school Activity.

Intra-school Activity : Grand Mean : 20.919 S.D. 3.600

Group Means : No involvement : 20.538 S.D. 3.263
Involvement : 21.952 S.D. 4.214

F = 9.59 Significant at 1% (=6.63)
t = 3.096 Highly significant at 0.2% (=3.09)

Table H.8.(i) : Heads of Departments' involvement in other Curriculum Projects and Extra-school Activity

Extra-school Activity : Grand Mean 5.675 S.D. 2.690

Group Means : No involvement : 5.357 S.D. 2.650
Involvement : 7.208 S.D. 2.334

F = 22.12 Highly significant at 0.1% (=10.83)
t = 4.703 Highly significant at 0.1% (=3.29)

Table H.8. (ii) : Heads of Departments' involvement in other Curriculum Projects and Intra-school Activity.

Intra-school Activity :	Grand Mean :	20.919	S.D.	3.600
Group Means :	No involvement :	20.633	S.D.	3.607
	Involvement :	22.151	S.D.	3.299

F = 7.64 Significant at 1% (=6.63)
t = 2.764 Significant at 1% (=2.58)

Table H.9. : Heads of Departments - male and female - and Programme Viewing.

Programmes Viewed :	Grand Mean :	2.161	S.D.	2.105
Group Means :	Men :	2.384	S.D.	2.154
	Women :	1.196	S.D.	1.540

F = 15.12 Highly significant at 0.1% (=10.83)
t = 3.889 Highly significant at 0.1% (=3.29)

Table H.10.(i) : Heads of Departments - traditional and modern departments * - and Extra-school Activity.

Extra-school Activity :	Grand Mean :	5.712	S.D.	2.688
Group Means: 1.	Traditional departments :	4.827	S.D.	2.331
2.	?	5.553	S.D.	2.913
3.	Modern departments :	6.655	S.D.	2.540

F = 14.36 Highly significant at 0.1% (=6.91)
t = 5.323 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.10.(ii) : Heads of Departments - traditional and modern departments - and Intra-school Activity.

Intra-school Activity :	Grand Mean : 21.073		S.D.	3.314
Group Means : 1.	Traditional departments :	18.955	S.D.	3.079
2.	?	20.934	S.D.	2.726
3.	Modern departments :	23.172	S.D.	2.461

F = 65.13 Highly significant at 0.1% (=6.91)
t = 4.775 (1 with 2) Highly significant at 0.1% (=3.29)
t = 11.402 (1 with 3) Highly significant at 0.1% (=3.29)
t = 5.457 (2 with 3) Highly significant at 0.1% (=3.29)

* Question B.14.h. in the questionnaire.

Table H.10 (iii) : Heads of Departments - traditional and modern departments - and self-assessment.

Self-assessment :	Grand Mean :	21.868	S.D. 4.633
Group Means :	1.Traditional departments :	23.791	S.D. 4.519
	2. ?	21.829	S.D. 3.895
	3. Modern departments :	20.069	S.D. 4.454

F = 20.52 Highly significant at 0.1% (=6.91)
t = 3.012 (1 with 2) Significant at 1% (=2.58)
t = 6.405 (1 with 3) Highly significant at 0.1% (=3.29)
t = 2.731 (2 with 3) Significant at 1% (=2.58)

Table H.10 (iv) : Heads of Departments - traditional and modern departments and Programme Recording.

Programmes Recorded :	Grand Mean :	1.841	S.D. 2.018
Group Means :	1.Traditional departments :	1.373	S.D. 1.848
	2. ?	1.829	S.D. 1.895
	3. Modern departments :	2.293	S.D. 2.146

F = 6.05 Significant at 1% (=4.61)
t = 3.447 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.11.(i) : Heads of Departments - traditional and modern teaching * - and Extra-school Activity.

Extra-school Activity :	Grand Mean :	5.708	S.D. 2.675
Group Means :	1.Modern teaching :	6.874	S.D. 2.538
	2. ? :	5.000	S.D. 2.718
	3. Traditional teaching :	4.786	S.D. 2.232

F = 23.85 Highly significant at 0.1% (=6.91)
t = 5.150 (1 with 2) Highly significant at 0.1% (=3.29)
t = 6.301 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.11.(ii) : Heads of Departments - traditional and modern teaching - and Intra-school Activity.

Intra-school Activity :	Grand Mean :	20.918	S.D. 3.614
Group Means :	1.Modern teaching :	22.787	S.D. 3.076
	2. ? :	19.973	S.D. 3.720
	3. Traditional teaching:	19.301	S.D. 3.059

F = 36.78 Highly significant at 0.1% (=6.91)
t = 5.934 (1 with 2) Highly significant at 0.1% (=3.29)
t = 8.074 (1 with 3) Highly significant at 0.1% (=3.29)

* Question B.15 g. in the questionnaire.

Table H.11. (iii) : Heads of Departments - traditional and modern teaching - and Self-assessment.

Self-assessment : Grand Mean : 21.872 S.D.4.648

Group Means :			
	1.Modern teaching :	19.386	S.D. 3.866
	2. ? :	22.333	S.D. 3.903
	3. Traditional teaching :	24.602	S.D. 4.383

F = 47.19 Highly significant at 0.1% (=6.91)
t = 4.965 (1 with 2) Highly significant at 0.1% (=3.29)
t = 9.649 (1 with 3) Highly significant at 0.1% (=3.29)
t = 3.666 (2 with 3) Highly significant at 0.1% (=3.29)

Table H.11 (iv) : Heads of Departments - traditional and modern teaching - and Booklets obtained.

Booklets obtained : Grand Mean : 1.777 S.D. 2.248

Group Means :			
	1.Modern teaching :	2.236	S.D. 2.546
	2. ? :	1.720	S.D. 2.069
	3. Traditional teaching :	1.252	S.D. 1.821

F = 5.63 Significant at 1% (=4.61)
t = 3.345 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.11.(v) : Heads of Departments - traditional and modern teaching - and Programme Viewing.

Programmes Viewed : Grand Mean : 2.095 S.D. 2.092

Group Means :			
	1.Modern teaching :	2.520	S.D. 2.180
	2. ? :	2.147	S.D. 1.902
	3. Traditional teaching :	1.534	S.D. 1.980

F = 6.56 Significant at 1% (=4.61)
t = 3.613 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.11. (vi) : Heads of Departments - traditional and modern teaching - and Programme Recording.

Programmes Recorded : Grand Mean : 1.846 S.D. 2.023

Group Means :			
	1.Modern teaching :	2.276	S.D. 2.198
	2. ?	2.200	S.D. 1.789
	3. Traditional teaching :	1.058	S.D. 1.700

F = 12.69 Highly significant at 0.1% (=6.91)
t = 0.266 (1 with 2) Significant at 1% (=2.58)
t = 4.703 (1 with 3) Highly significant at 0.1% (=3.29)
t = 3.853 (2 with 3) Highly significant at 0.1% (=3.29)

Table H.11. (vii) : Heads of Departments - traditional and modern teaching - and Equipment Availability.

Equipment Availability : Grand Mean : 3.128 S.D. 1.168

Group Means :			
	1.Modern teaching :	3.236	S.D. 1.083
	2. ? :	3.347	S.D. 1.113
	3. Traditional teaching :	2.835	S.D. 1.247

F = 5.23 Significant at 1% (=4.61)
t = 2.623 (1 with 3) Significant at 1% (=2.58)
t = 2.922 (2 with 3) Significant at 1% (=2.58)

Table H.12. (i) : Heads of Departments - 'lessons would be poorer...' * and Attitudes (Teachers and Pupils) to Educational Television.

Attitudes (Teachers and Pupils): Grand Mean: 53.825 S.D. 9.769

Group Means:			
	1.Agreement :	45.914	S.D. 8.648
	2.Undecided :	53.753	S.D. 6.786
	3.Disagreement :	57.382	S.D. 9.450

F = 45.31 Highly significant at 0.1% (=6.91)
t = 5.870 (1 with 2) Highly significant at 0.1% (=3.29)
t = 9.501 (1 with 3) Highly significant at 0.1% (=3.29)
t = 3.052 (2 with 3) Significant at 1% (=2.58)

Table H.12 (ii) : Heads of Departments - 'lessons would be poorer...' and Attitudes (Teachers) to Educational Television.

Attitudes (Teachers) Grand Mean : 33.275 S.D. 6.773

Group Means :			
	1.Agreement :	27.951	S.D. 5.902
	2.Undecided :	33.576	S.D. 4.605
	3.Disagreement :	36.257	S.D. 6.482

F = 50.81 Highly significant at 0.1% (=6.91)
t = 6.162 (1 with 2) Highly significant at 0.1% (=3.29)
t = 10.065 (1 with 3) Highly significant at 0.1% (=3.29)
t = 3.297 (2 with 3) Highly significant at 0.1% (=3.29)

* Statement 15 in Section C of the questionnaire.

Table H.12 (iii) : Heads of Departments -'lessons would be poorer...' and Attitudes (Pupils) to Educational Television.

Attitudes (Pupils) :	Grand Mean :	20.010	S.D. 3.916
Group Means :	1.Agreement :	17.963	S.D. 3.733
	2.Undecided :	20.176	S.D. 3.178
	3.Disagreement :	21.125	S.D. 3.960

F = 18.54 Highly significant at 0.1% (=6.91)
t = 3.840 (1 with 2) Highly significant at 0.1% (=3.29)
t = 6.069 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.12. (iv) : Heads of Departments - 'lessons would be poorer...' and Programme Viewing.

Programmes Viewed :	Grand Mean :	2.159	S.D. 2.096
Group Means :	1.Agreement :	2.988	S.D. 2.231
	2.Undecided :	1.965	S.D. 1.856
	3.Disagreement :	1.787	S.D. 2.016

F = 9.30 Highly significant at 0.1% (=6.91)
t = 3.224 (1 with 2) Significant at 0.2% (=3.09)
t = 4.187 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.12. (v) : Heads of Departments - 'lessons would be poorer...' and Programme Recording.

Programmes Recorded :	Grand Mean :	1.907	S.D. 2.034
Group Means :	1.Agreement :	2.951	S.D. 2.233
	2.Undecided :	1.647	S.D. 1.706
	3.Disagreement :	1.449	S.D. 1.870

F = 16.26 Highly significant at 0.1% (=6.91)
t = 4.324 (1 with 2) Highly significant at 0.1% (=3.29)
t = 5.513 (1 with 3) Highly significant at 0.1% (=3.29)

Table H.12. (vi) : Heads of Departments - 'lessons would be poorer...' and Equipment Availability.

Equipment Availability :	Grand Mean :	3.162	S.D. 1.147
Group Means :	1.Agreement :	3.481	S.D. 0.876
	2.Undecided :	3.176	S.D. 1.119
	3.Disagreement:	2.963	S.D. 1.257

F = 5.33 Significant at 1% (=4.61)
t = 3.261 (1 with 3) Highly significant at 0.2% (=3.09)

Appendix I : The process of decision-making : a verbatim account of a humanities staff meeting.

Attending this meeting, which took place in a geography classroom in School C, were the teacher responsible for the Humanities course (Hum. in the transcript), the head of geography (Geog.), the head of history (Hist.) and a deputy head, who also taught geography (Dep.). The meeting was called to discuss the first and second year humanities course and it was convened ten days before the end of the summer term. Prior to the meeting the following agenda had been written by the head of geography and circulated to the participants:

"1st and 2nd Years Humanities Agenda:

1. To state the aims, objectives and skills of each of the units of the syllabus.
2. To suggest suitable 'teaching methods' for all or part of the units.
3. To discuss a form of regular assessment that can be recorded and related. Prepare a final exam.
4. To discuss the setting and testing of regular homework.
5. Resources catalogue.
6. A.O.B.
   e.g. exercise books ? folders ?"

With the agenda, the head of geography had distributed the current Humanities syllabus; an example of a proposed design for a unit, including aims and objectives, homework, a resources list, methodology and end of unit assessment; and a proposed pro forma of an internal assessment record.

The meeting began with Hum. being asked by Hist. to be chairman.

Hum. Let's begin with item 1 of Geog.'s proposals: a list of aims, objectives and skills for each unit, so that at the end of the unit we can say what they have been taught, what they have learned.

Dep. Do the aims differ from unit to unit? My impression this year was that people had forgotten why they were doing humanities and why they were doing a unit, which was linked to the whole scheme. We need at some stage, at the beginning of the year, to go through the aims.

Hum. Every teacher has a copy of the scheme.

Geog. Is it too wishy-washy and vague?

Dep. There doesn't appear to be a link between content and aims. If you read down the list, you might just as well be doing MACOS.

Hum. Or humanities?

Dep. Consider the first aim (The fostering of curiosity through the encouragement of questions). Were we doing that?

Hist. What about the others? (Reads the list from the syllabus) 2. The fostering of a wariness of over-commitment to one framework of explanation and the possible distortion of facts and the omission of evidence. 3.The fostering of a willingness to explore personal attitudes and values and to relate these to other people's. 4.The encouragement of an openness to the possibility of change in attitudes and values. 5.The encouragement of worthwhile and developing interests in human affairs.

Dep. If there was any movement on those it depended on the individual teacher. It seemed to me that they did their units and ignored the aims.

Geog. The suggestion to pin it down unit by unit might help this.

Hist. The teacher wants the basic facts in a unit as well as the aims and objectives.

Dep. This cropped up in the exam because the questions were fact-loaded.

Geog. Well, let's look at my suggestions for Unit 1. (The school and locality), I've written four aims and then the objectives. The objectives are numbered according to the numbers in the content for the unit, e.g. the rules.

Dep. The ten commandments!

Geog. If that can be done for each of the sub-sections in the unit, we'll have listed the objectives, we then have something we can evaluate and it will help in preparing the exam questions at the very end.

Hist. You have extended the scheme to include teaching activities and types of material.

Geog. I've got columns for section, textbook, worksheet, AV, methodology, prepared homeworks and other. I could have had field studies as a column.

Hist. My information wouldn't fit.

Dep. How far are they prescriptions and how far suggestions?

Geog. For methodology they must be suggestions. But worksheets are necessary if the aims and objectives are to be completed. They have to be used.

Dep. But, in terms of the aims, methodology is important. We could test what methods were being used.

Geog. Should we test the teacher?

Dep. Not necessarily. We could get him to test himself. It seemed to me we were all regressing towards the same method : the worksheets. Having all the methods on a sheet doesn't mean that teaching methods go on.

Geog. We could all meet at the end of a unit to discuss methods.

Hist. Some go at different speeds : some leave out units.

Geog. But at the meeting we could find out what was going wrong?

Dep. The kids could fill in a self-assessment form, e.g. had they used maps, photos, discussions, etc?

Geog. But having done that, what would it enable us to do?

Dep. Meet our objectives. They become more aware that they should be able to do a variety of things.

Hum. I'm not sure we gain anything.

Geog. Couldn't the teacher simply tick a column of things?

Hum. Half of the kids wouldn't know what you're on about.

Hist. It might be a good thing to show them that they are using a variety of things and it will stop them complaining that its all worksheets.

Geog. Let's give it a go.

Hum. It means that you need two parts to the test on the end of a unit. A number of staff wouldn't do it.

Dep. Why?

Hum. Because the teachers will assume they're not testing the kids. You're testing the impressions the kids have. Are you teaching to the aims of the course? Are you teaching to the objectives? These are the questions which need to be asked.

Geog. The test I've devised is planned as a factual test, with the use of materials; maps; photos, etc.

Hum. In your test you are testing them on the skills they have been taught?

Geog. There aren't any facts to remember.

Dep. We'll agree that there are some facts to learn and some skills.

Geog. If we can list them we can test them.

Hist. The way that I've prepared my unit, it's like a textbook. I don't expect them to remember all the facts.

Dep. You have to guide them - tell them to learn this or that.

Hist. I put in a variety of questions - writing, discussion, reading - which helps them to pick out the essential facts.

Dep. In the exam there were a lot of questions about the definitions of words, e.g. 'fief' - someone who steals, and 'keep', what you do with what you've stolen. That's what some put.

Geog. If the facts and objectives could be made clear at the beginning.....

Hist. This should be discussed by all of the teachers in a meeting before the teaching.

Hum. They should be written down not discussed.

Geog. The way it's taught is up to the teacher.

Hist. Should we know the exam before we teach the unit?

Hum. The content is standard, method will vary according to the personality of the teacher.

Dep. My concern is that the exam does not reflect the aims. We might make clear to teachers that they're doing something in a way which does not help.

Geog. Some of the implications would be unprofessional.

Dep. There'll be a big difference between my perceptions and those of the kids of what's gone on.

Geog. You'll only need to change your teaching once and you put a tick in a box with a clear conscience.

Hist. I'm not clear why we want the question sheet.

Dep. I think last year I moved to a very stereotyped lesson. The list would draw my attention to this.

Hist. I have a workbook and it's different. You accused me of falling back on the worksheets in some units and I did. The workbook gives you variety. It's a complete course. It was written with non-specialists in mind.

Dep. How often do we suggest small group discussions?

Geog. How often do we consider slides, filmstrips, TV? Is anything likely to crop up outside we can use? Are there any experts on the staff outside the humanities group?

Hist. Should it be more structured? To include, say, a videotape on the Battle of Hastings?

Geog. Yes, it means detail, and sub-sections.

Hum. Another point, information on AVA. Textbook resources are O.K. but on visual aids, nothing. I know, in the past, we've had good filmstrips on the Saxons but they're not there now. We need to build this side up. At the moment it's very weak.

Geog. But there's all the free films in the LEA library - there's a good catalogue.

Hum. The history one ceased to have anything new since 1945. We haven't used them for years.

Hist. The AVA man says they're new.

Geog. Include TV and radio.

Hist. How many tapes have we got? Whoever orders for humanities should buy them.

Dep. How do you decide who buys? Who holds the purse strings?

Geog. Humanities gets £600 in a separate budget, as much as history and geography.

Hum. We buy things between us. Reprographics takes the most and it's an on-going thing.

Dep. But strangely, teachers complain about worksheets. There's no back-up on other things.

Hist. There's a problem with eleven people using them.

Geog. £280 without reprographics, which is massive.

Dep. In my former school we used to get paper from a news agency.

Hist. That's tatty.

Dep. Yes, but we're always complaining about the cost of paper.

Geog. We have textbooks now in adequate numbers.

Hist. But they're not there. A book went missing which lived in my room.

Geog. We have adequate : 60 on maps, 60 on weather, tons of history books.

Dep. I still have to share them.

Hist. It's a problem in history. We lose books.

Hum. New point : rooms. So, books are left in the nearest available space. Same with worksheets. People come in and take a handful but what happens to the spares? The last to come doesn't have enough.

Hist. Couldn't it be dealt with by having class sets?

Dep. There's a problem about numbers, all classes are twenty or below.

Hum. But worksheets should be brought back and used more than once.

Dep. The reprographics assistant can bundle them into sets.

Hist. What are our proposals?

Hum. One, each unit has its own aims and objectives. Two, at the end of a unit there will be an assessment of the activities and methods used. Three, at the end of a unit there will be a test to see that the aims and objectives have been met.

Dep. It's difficult to define and test aims which is why you do objectives.

Hum. The person who lays down the objectives should lay down the test. Four, at the end of each unit... there's a problem of timing. Perhaps each half-term there will be a meeting of humanities teachers to discuss matters arising out of the unit.

Dep. It's too late at the end of the year.

Geog. What's wrong with every unit?

Hum. They dont finish together. Half a term is a maximum length.

Dep. There's a problem over the number of meetings. Half a term is O.K.

Hum. If we have a meeting it jockeys people up to starting another unit. Some teachers spend too much time on a unit. Thus some have neglected some units. The detail some go into is not required.

Dep. What do we do if they haven't achieved their objectives at the end of a unit. At the moment it seems we just go on to the next one.

Hum. After all, revision needs to be a key point in teaching. There needs to be revision time.

Dep. There needs to be a breathing space between units - either revision or something extra.

Hum. This becomes point five. Everyone has a week's breathing-time.

Hist. Do you see the revision being done on an individual basis, with each pupil?

Hum. No, I see it being done with a group.

Hist. What happens if they fail on everything?

Dep. Should be better if they can do something.

Hum. It'll help those who've been away for, say, two weeks, to catch up.

Geog. Now, there's another thing : homework. It's been neglected.

Dep. A lot of teaching has gone away from factual learning and homework is a good place for this to come in. Given our limitations of resources this would be a good thing. Also, parents will see them learning definitions, spellings and so on.

Hist. There's a problem with pupils going at their own pace. Do you do that?

Dep. I tend to.

Hist. They'd be doing individual work in class and their own classwork at home.

Geog. Proposal, the unit preparer should suggest the homework. The check list is useful to show where homework fits in. There should be a minimum set.

Hum. It's vital that they do this to prepare them for the fourth and fifth years.

Dep. It's because they don't know what to look for.

Hum. They don't know what to revise.

Geog. On my continuous assessment list there's a need for a continuation. At the end of two years each child should have a breakdown for all tests : exams, report grades, homework, even comments.

Hum. You really want tests and exams results giving space for comment. There's no point in having a total. Say, in unit 1 there are four homeworks giving marks out of forty and a unit test, out of ten. I still dont see the point.

Dep. It's a good idea.

Hist. Are we going to do all this, all these changes, this week?

Geog. Let's start with just the first year.

Dep. Not only the persons who prepare the units should do it.

Hist. Who are the minutes to go to?

Geog. The humanities teachers and others who may be involved, that's twenty-five copies.

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